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ABSTRACT

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. This curriculum, when fully integrated, supports and reinforces the goals and objectives of its two major components--health and physical education. When the concepts of these two areas are integrated, learning is enhanced to its maximum. The Healthful Living Education Teacher Handbook is designed to help educators in the implementation of the Healthful Living Education curriculum. Sections for each grade level cover the 10 contents areas, outlining specific competency goals, objectives, and sample measures that can be used when developing learner outcomes, curriculum, or student assessment. The content areas are: (1) preparatory; (2) stress management; (3) substance abuse; (4) nutrition and weight management; (5) self-protection; (6) relationships; (7) personal fitness; (8) recreational dance; (9) sports and games; and (10) developmental gymnastics. Two appendices cover mandated HIV/AIDS education guidelines, and physical education skills, practices, and suggested resources. (Contains 37 references.) (ND)

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NORTH CAROLINA COMPETENCY-BASED CURRICULUM

• SUBJECT-BY-SUBJECT •

TEACHER HANDBOOK

Healthful Living

K-12

ED 384 581

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· SUBJECT-BY-SUBJECT ·

TEACHER HANDBOOK

Healthful Living

K-12

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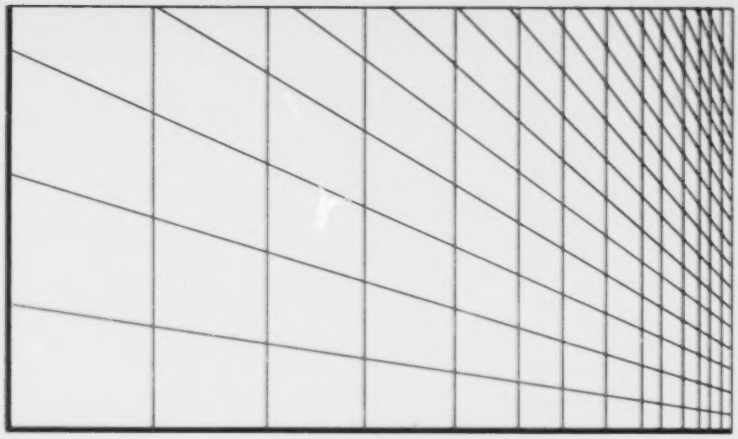
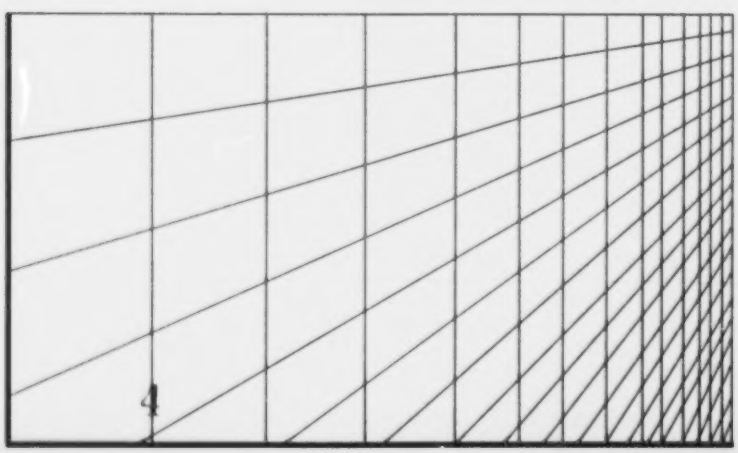


Healthful Living

Competency-Based Curriculum



FOREWORD

North Carolina has had a **Standard Course of Study** since 1898. Since that time, the curriculum has periodically been revised to reflect the changing needs of students and society. The 1985 **Standard Course of Study**, for example, reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. Moreover, it also included initial efforts to develop mature thinkers and problem solvers.

In the 1980's and early 1990's, we have witnessed a dramatic shift in the needs of business and industry and of society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students continue to need mastery of such enabling skills as reading, writing, and computing, they must also master the new basics which include creative thinking/problem solving, interpersonal skills, negotiation, and teamwork.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for the current revisions to the **Standard Course of Study** and **Teacher Handbook.** The revisions are futuristic in outlook. They look at what students will need to know, be able to do, and be like. In other words, the curriculum focuses on the desired outcomes for North Carolina's students after thirteen years of schooling.

The North Carolina General Assembly is continuing its commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the **North Carolina Standard Course of Study** and the revised curriculum in all public schools throughout the state. The financial support of the General Assembly and the work of educators throughout the State in implementing the revised curriculum are essential contributions to the continuing efforts to provide a quality education for each North Carolina child.

Bob Etheridge
State Superintendent of Public Instruction

K-12

HEALTHFUL LIVING EDUCATION

TEACHER HANDBOOK

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K-12

HEALTHFUL LIVING EDUCATION

TEACHER HANDBOOK

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Healthful Living Education curriculum, when fully integrated, supports and reinforces the goals and objectives of its two major components—health and physical education. When the concepts of these two areas are integrated, learning is enhanced to its maximum.

PURPOSE AND OVERVIEW

The Healthful Living Education Teacher Handbook has ten content areas. These are:

- Preparatory
- Stress Management
- Substance Abuse
- Nutrition and Weight Management
- Self-Protection
- Relationships
- Personal Fitness
- Recreational Dance
- Games and Sports
- Developmental Gymnastics

Skill development in Healthful Living Education occurs both through study of the skills and through application of the skills to personal health/fitness issues and behaviors.

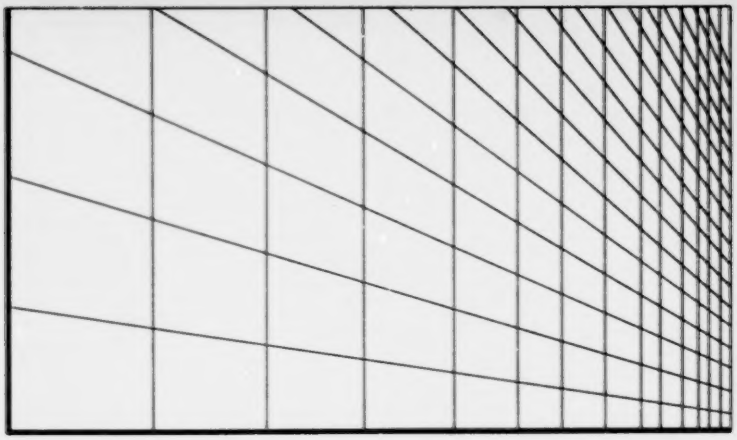
The Healthful Living Education Teacher Handbook is designed to help educators in the implementation of the Healthful Living Education curriculum. The ten content areas have specific competency goals, objectives, and sample measures that can be used when developing learner outcomes, curriculum alignment, or student assessment.

LEARNING OUTCOMES

The purpose of Healthful Living Education is to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle. This can be achieved through a program that reflects the needs of the student throughout his/her schooi experience. The needs of handicapped students should be addressed through a specifically designed, adapted physical education program.

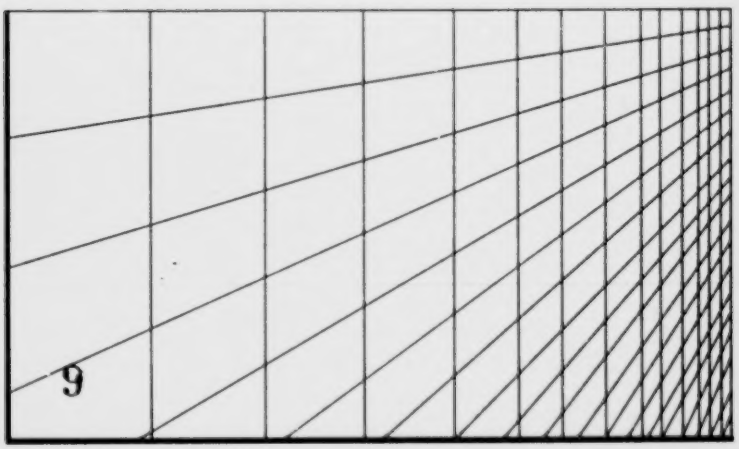
The Healthful Living Education program, when appropriately reinforced in a comprehensive manner, can be expected to have the following benefits for all students:

- fewer of the risk taking behaviors that contribute to disease, injury and death
- desirable social behaviors and increased levels of self-image
- establishment of the positive behaviors that promote higher levels of health
- higher morale and productivity and less absenteeism by students
- development of appropriate levels of personal fitness and an understanding of the importance of physical activity for maintaining a viable and productive life
- fewer instances of students dropping out of school due to health related behaviors (e.g., pregnancy, alcohol and drug use)
- lower health care expenses
- an increased awareness and respect for cultural diversity through participation in physical activities
- better health-educated citizenry, equipped to handle personal and social, environmental, safety, and medical care decisions
- the development of appropriate skills and behaviors that will enable students to be proficient in at least three lifetime activities



Teacher Handbook Component

Healthful Living



HEALTHFUL LIVING EDUCATION
GRADES K-3

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active health promotion behaviors. The following educational descriptors are reflective of the goals and objectives found in the K-3 Healthful Living Education curriculum:

By the end of grade three:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating breakfast and balanced meals, rest and exercise, using seat belts, responding to traffic, fire, and other warning signs, sounds, and symbols, avoiding burns and getting help in an emergency, and the impact of substances, including alcohol and tobacco, on their lives.

Students will be able to demonstrate ways in which they can manage stress, be responsible for their own behaviors, cope with fear and embarrassment, deal with aggression and bullying, resolve disputes, and respect rights of others.

Students will know and understand the value of being physically fit, the types of activities that contribute to total fitness, have the ability to monitor resting, exercise, and recovery heart rates, and know the components of health-related fitness.

Students will be able to demonstrate fundamental motor skills, develop and refine creative movements, demonstrate manipulative skills, display appropriate behaviors during social situations, and express an enjoyment for movement experiences.

Kindergarten Outline

Preparatory

1.1 Describing influences on health, e.g., food, rest, exercise, hygiene/cleanliness.
1.2 Relating health, feelings, and behaviors.
1.3 Explaining health risks for age group.

Stress Management

2.1 Naming feelings.
2.2 Verbalizing feelings.
2.3 Accepting the normalcy of feelings.
2.4 Identifying and making choices.
2.5 Accepting and carrying out personal responsibilities.

Protecting Self/Otners

3.1 Preventing the spread of germs.
3.2 Using seat belts.
3.3 Describing meanings of traffic signs and signals.
3.4 Responding to warning signs, sounds, and labels.
3.5 Demonstrating the stop, drop, and roll response to burning clothing.
3.6 Getting help in an emergency.
3.7 Identifying items that can burn oneself.

Re'ationships

4.1 Distinguishing between safe and risky means of getting attention.
4.2 Seeking and offering help.
4.3 Sharing objects and time.
4.4 Recognizing and accepting that each person is unique and special.

Nutrition/Weight Management

5.1 Identifying foods by using the senses.
5.2 Naming and categorizing foods.
5.3 Identifying health promoting foods.
5.4 Distinguishing between safe and unsafe substances to put in mouth.

Substance Abuse

6.1 Being careful with medicines.
6.2 Affirming choice not to smoke.

Kindergarten Outline

Personal Fitness Skills

7.1 Complete a fitness assessment to gather information pertaining to his or her health-related fitness levels.
7.2 Demonstrate the ability to recognize the two suggested sites on the body to monitor the heart rate and to understand that physical activity increases an individual's heart rate.
7.3 Demonstrate knowledge of flexibility through stretching exercises and perform exercises that enhance flexibility in a variety of muscle groups.
7.4 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises that enhance muscular strength and endurance in a variety of muscle groups.

Recreational Dance Skills

8.1 Demonstrate non-locomotor movements using different parts of the body (such as head, shoulders, arms, legs, chest, feet, and others).
8.2 Demonstrate a variety of locomotor and combination movements.
8.3 Utilize non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances.

Game and Sport Skills

9.1 Demonstrate a variety of locomotor and combination skills while participating in different games and activities.
9.2 Develop movement control for safe participation in games and sports.
9.3 Demonstrate the skills of catching, kicking, throwing, and striking necessary for participating in a game.
9.4 Develop listening skills and the ability to follow instructions in sequence during a game situation.

Developmental Gymnastic Skills

10.1 Demonstrate the concepts of self-space and general space.
10.2 Demonstrate a variety of non-locomotor, locomotor, and combination skills using a variety of shapes typically used in gymnastics.
10.3 Combine these body shapes with a variety of non-locomotor, locomotor, and combination skills in a simple routine.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status and susceptibility to major health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Name influences on own health.	**MEASURE 1.1.1:** In response to a verbal question, name food, rest, exercise, attitude and cleanliness as major influences on own health.
OBJECTIVE 1.2: Provide examples of the relationships among health, feelings, and behaviors.	**MEASURE 1.2.1:** State an example of how health affects feelings and behaviors, how feelings affect health and behaviors, and an example of how behaviors affect feelings and health.
OBJECTIVE 1.3: Identify the health risks for own age group.	**MEASURE 1.3.1:** Given graphics of children engaged in various activities, select those activities that represent major risks to own age group.

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Identify basic feelings by name.	**MEASURE 2.1.1:** Given brief descriptions of children in various circumstances and situations, correctly label the feeling the child would probably be experiencing.
OBJECTIVE 2.2: Verbalize a feeling that is being experienced.	**MEASURE 2.2.1:** In response to a prompt at an appropriate time, name or describe how one is feeling.
OBJECTIVE 2.3: Accept the normalcy of a wide range of feelings.	**MEASURE 2.3.1:** When questioned about the reality of another's feelings, provide a positive response.
OBJECTIVE 2.4: Make simple choices after considering merits of alternatives.	**MEASURE 2.4.1:** Given a choice between two or three desirable options, describe the advantages of each and the reason for the selection.
OBJECTIVE 2.5: Carry out personal responsibilities.	**MEASURE 2.5.1:** When prompted, name a personal responsibility and describe how it is carried out on a regular basis.

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Pratice simple measures to prevent the spread of germs.	**MEASURE 3.1.1:** In response to video clips of children engaged in everyday activities, point out those activities which are conducive to the spread of germs and describe a more appropriate behavior.
OBJECTIVE 3.2: Demonstrate the use of passenger restraints in vehicles.	**MEASURE 3.2.1:** Ask the child to buckle up in a safety belt.
OBJECTIVE 3.3: Describe meanings of traffic signs and signals.	**MEASURE 3.3.1:** Given pictures of basic traffic signs and signals, describe the meaning of each.
OBJECTIVE 3.4: Dramatize the appropriate behavior when confronted with various warning signs, sounds, and symbols.	**MEASURE 3.4.1:** Given a danger sign, poison label, smoke detector sound, fire alarm sound, and a description of the situation in which the sign, sound, or symbol is found, respond appropriately to each. **MEASURE 3.4.2:** Describe the appropriate actions to take in response to a fire alarm or smoke detector.
OBJECTIVE 3.5: Demonstrate the stop, drop, and roll response to burning clothing.	**MEASURE 3.5.1:** After being given advance notice that personal fire drills will occur throughout the day, students will act out the stop, drop, and roll response at the teacher's prompting.

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.6: Successfully seek emergency help when appropriate.	**MEASURE 3.6.1:** Differentiate between emergencies and non-emergency situations. **MEASURE 3.6.2:** Given descriptions of a variety of emergency situations, explain appropriate reactions.
OBJECTIVE 3.7: Identify items that are hot or that produce enough heat to burn oneself.	**MEASURE 3.7.1:** When shown pictures of common items, the students will determine which are hot or produce dangerous heat, e.g., iron, tap water, curling iron, space heater, cigarette lighter, oven, candle.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Distinguish between safe and risky means of getting attention.	**MEASURE 4.1.1:** Given brief descriptions of behaviors engaged by children, select those that are safe and those that might be risky, e.g., "showing off."
OBJECTIVE 4.2: Routinely seek help from and offer help to others.	**MEASURE 4.2.1:** Each child will provide a specific example of seeking help and offering help, when asked.
OBJECTIVE 4.3: Appropriately share objects and time.	**MEASURE 4.3.1:** Observe child in situations where sharing is appropriate.

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Identify foods by using the senses.	**MEASURE 5.1.1:** Given a variety of foods, identify each using senses of touch, taste, smell, and sight.
OBJECTIVE 5.2: Name and categorize a variety of foods.	**MEASURE 5.2.1:** Given a variety of appropriate foods, separate them into two categories: deriving from plants and deriving from animals.
OBJECTIVE 5.3: Select foods that are health promoting.	**MEASURE 5.3.1:** Given a variety of foods, name those that are the most health promoting.
OBJECTIVE 5.4: Distinguish between safe and unsafe substances to put into the mouth.	**MEASURE 5.4.1:** Given a variety of foods, household objects, and unknown objects, select those that are safe to put in the mouth.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: State rules for using and handling medicines.	**MEASURE 6.1.1:** Provide the following two rules in response to an appropriate prompt: 1) take medicine only if adult family members say it is O.K., and 2) never touch unknown medicine.
OBJECTIVE 6.2: Affirm choice not to smoke tobacco or use either tobacco products.	**MEASURE 6.2.1:** The student will publically state that he or she will choose not to smoke.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a personal fitness assessment to gather information pertaining to his or her health related fitness levels.	**MEASURE 7.1.1:** The student will participate in a health-related fitness assessment and score at an acceptable level. **AND/OR:** Complete a fitness test specifically designed by the teacher to meet the individual needs of the student and demonstrate improvement on the items during the school year. **AND/OR:** Complete several "readiness" fitness tests throughout the school year (designed to acquaint the students to the fitness testing procedures) and demonstrate an increased ability to perform the test items with proper technique and form. **For more information about health-related fitness programs contact:** American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476- 3481.
OBJECTIVE 7.2: Demonstrate the ability to recognize the two suggested sites on the body to monitor the heart rate and know that physical activity increases an individual's heart rate.	**MEASURE 7.2.1:** The student will be able to feel his or her pulse rate at the carotid artery and radial artery and can state that physical activity makes a person's heart beat faster. **For example:** The student will be involved in a number of heart rate monitoring activities throughout the school year with the teacher modeling the two correct ways to check heart rates. Monitoring will take place before and after a variety of activities. To help the students to understand that exercise increases heart rate, the teacher can monitor the heart rates of 3-4 students at the radial artery (wrist) or carotid artery (side of neck) for a 10-second period while the students are sitting.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.2: **(Continued from previous page)** Demonstrate the ability to recognize the two suggested sites on the body to monitor the heart rate and know that physical activity increases an individual's heart rate.	Record the results. Have the class discuss what they think will happen to the individuals' heart rate after a short period of exercise. The entire class is involved in three to five minutes of moderate cardiovascular exercises. Re-check the heart rates of the selected students for another 10-second period. Record the results. Discuss the findings and have the class draw conclusions as to the effect of exercise on an individual's resting heart rate.
OBJECTIVE 7.3: Demonstrate knowledge of flexibility through stretching exercises and perform exercises that enhance flexibility in a variety of muscle groups.	**MEASURE 7.3.1:** The student will be able to perform a variety of stretching exercises throughout the school year (focus on large muscle groups such as the hamstrings, abductors, pectorals and upper back) and identify the exercises used to stretch the specific muscle groups.
OBJECTIVE 7.4: Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises that enhance muscular strength and endurance in a variety of muscle groups.	**MEASURE 7.4.1:** The student will perform a variety of muscular strengthening and endurance exercises throughout the school year (focus on muscle groups such as the biceps, triceps, pectorals, upper back, and abdominals) and identify the exercises used to develop the specific muscle groups.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Demonstrate non-locomotor movements using different parts of the body (such as head, shoulders, arms, legs, chest, feet, and others).	**MEASURE 8.1.1:** The student will be able to recognize and perform a variety of non-locomotor skills such as stretching, twisting, bending, and swinging. **For example:** With the class in a scattered formation, the teacher will ask the students what "stretch like a rubber band" means. After a short discussion about the word "stretch," the students explore the different ways they can stretch (extend) their entire body, individual body parts, and body part combinations. The same format can be used to explore the other non-locomotor skills such as twisting, bending, and swinging. Throughout the year, the teacher will have the students explore combinations of non-locomotor skills such as: bending one body part and stretching another, or twisting one body part and swinging another.
OBJECTIVE 8.2: Demonstrate a variety of locomotor and combination movements.	**MEASURE 8.2.1:** The student will be able to recognize and perform a variety of locomotor movements (such as: walking, running, jumping, hopping, leaping, galloping, skipping) in numerous movement experiences. **For example:** With the use of a hoop, wand, or rope for each student placed on the floor, the teacher will direct the students to use different weight transfers of one foot to the other (step), one foot to the same foot (hop), two feet to two feet (jump), one foot to two feet (jump), and two feet to one foot (jump) as the students use these locomotor movements to travel between, around, over, and in the objects. Throughout the year, the teacher will have the students use the locomotor skills in different pathways (such as straight, curved, zig-zag), levels (high, medium, low), and speeds (slow, medium, fast).

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.3: Utilize non-locomotor, locomotor, and combination skills to demonstrate movements in structured sequences and in simple pattern dances.	**MEASURE 8.3.1:** The student will demonstrate the skills needed to perform a variety of action songs, expressive movement to nursery rhymes, and simple dances. **MEASURE 8.3.2:** The student will demonstrate the skills to create and perform a short movement sequence that includes non-locomotor and locomotor skills with directionality concepts such as: "up, down, over, under, between, around, in, out." **Example:** The teacher will direct the students to compose a "Movement Dance" based on the words: "Up, down, around, about." After practicing a variety of ways they can move "up," "down," "around," and "about (travel in general space)," the students would then perform a "Movement Dance." The teacher calls out the four words in varying intensity and duration to denote the desired movement speeds as the students use different non-locomotor and locomotor skills to move.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate a variety of locomotor and combination skills while participating in different games and activities.	**MEASURE 9.1.1:** The student will be able to perform locomotor and combination skills (such as: walking, running, jumping, hopping, leaping, galloping, skipping) used in activities such as "number chase," tag games, drills, and other activities.
OBJECTIVE 9.2: Develop movement control of locomotor skills for safe participation in games and sports.	**MEASURE 9.2.1:** The student will display the ability to safely start and stop the body for good body control when participating in activities such as "red light/green light," tag games, drills, and other activities. **MEASURE 9.2.2:** The student will display the ability to control the body as to avoid bumping into others while participating in a variety of games and activities such as "mouse trap" and other games.
OBJECTIVE 9.3: Demonstrate the skills of catching, kicking, throwing, and striking necessary for participating in a game.	**MEASURE 9.3.1:** The student will be able to consistently perform a underhand toss and catch to himself or herself using a variety of suitable objects (such as: beanbags, balls, balloons). This can include situations such as: • Using a bean bag, yarn ball, or other suitable object, perform an underhand self-toss and catch the object with two hands at different levels. • Perform an underhand self-toss one or more steps away and move to catch the ball. • Toss a ball against the wall and catch it on the rebound at a variety of distances and levels.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: (Continued from the previous page) Demonstrate the skills of catching, kicking, throwing, and striking necessary for participating in a game.	**MEASURE 9.3.2:** The student will be able to consistently perform an underhand throw and catch to a stationary partner using suitable objects (beanbags, yarn balls, nerf balls) at varying (3-12 feet) distances between partners. **MEASURE 9.3.3:** The student will be able to consistently kick a stationary ball in a variety of intended directions with appropriate force and control. **MEASURE 9.3.4:** The student will be able to consistently strike a nerf ball (or other suitable object) from a batting tee using his or her hand, a bat, and/or other striking implements.
OBJECTIVE 9.4: Develop listening skills and the ability to follow instructions in sequence during a game situation.	**MEASURE 9.4.1:** The student will respond correctly to directions given in games and other activities.

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE10.1: Use the concepts of self-space and general space to move the body in a variety of different movements.	**MEASURE 10.1.1:** The student will demonstrate the ability to have a working knowledge of basic spatial concepts (Example: up, down, above, below, front, and behind) while moving different body parts within self-space. **For example:** The teacher will provide a variety of movement experiences throughout the school year so that the students gain a variety of movement skills while in self-space. These should include activities such as: 1.) **Space Bubbles**: "Pretend you are in a bubble anchored in space or molded into a sea of jello. Explore the space around you by selecting different body parts to expand the bubble around you. Take your elbow, knee, and shoulder to high and low places, places in front, back, and to the side. Use other body parts to move while you remain in your personal or self-space." 2.) **Time to Move**: "While remaining in your self-space, can you move a body part rather quickly (over in a flash) as you take it to different places about your self? Can you do the same but move the body part slowly? Try other body parts. Then move one quickly and another slowly." **MEASURE 10.1.2:** The student will demonstrate the ability to use non-locomotor, locomotor, and combination movements while moving in general space within a defined area. **For example:** The teacher will provide a variety of movement experiences throughout the school year that will help the student to gain a variety of movement skills while in general space. These should include activities such as: 1.) **Moving in General Space**: "Now let your body take you someplace in the area. We'll call this 'general space.' Watch to use the general space wisely. Don't get all bunched or crowded together. Find open spaces where no one else is and move to those spaces. Be

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: Kindergarten

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: (Continued from the previous page.) Use the concepts of self-space and general space to move the body in a variety of different movements.	careful not to bump into anyone." Most students will use their feet only to move. As many will only run, you may want to eliminate it after a short time and encourage hops, skips, jumps, gallops, and other locomotor skills. "Can you move about general space using hands and feet?" "Using no feet at all?" 2.) **Freeze on the Spot**: "Select a way to move to a new spot in general space quickly. It must be over in a flash (1-3 seconds and freeze). Do not use endless fast movements without a purpose. You should be able to know where you are going, move there quickly, and stop." Then combine movements so that the students move through general space in a variety of different movement speeds such as: quick, slow, quick, slow; or quick, quick, quick, quick, slow. 3.) **Combine General Space with Self-Space**: Try and encourage the students to be creative and use a variety of different body parts to explore space about their self and to travel in a variety of different ways in general space.
OBJECTIVE 10.2: Demonstrate a variety of non-locomotor, locomotor, and combination skills using a variety of shapes typically used in gymnastics.	**MEASURE 10.2.1:** The student will perform and recognize the body shapes of a tuck, straddle, pike, layout, and others while participating in gymnastics.
OBJECTIVE 10.3: Combine these body shapes with non-locomotor, locomotor, and combination skills in a simple routine using available equipment.	**MEASURE 10.3.1:** The student will combine the shapes (tuck, straddle, pike, layout, and others) at all three levels (lying, standing, and jumping) using a variety of non-locomotor, locomotor, and combination skills. **For example**: Students can be challenged to create a simple routine that includes movements such as performing a pike shape while sitting, a straddle position while standing, moving through general space and then completing the routine by jumping into a momentary tuck position to a finishing pose.

First Grade Outline

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Predicting consequences of various health-related behaviors.

2. Stress Management

2.1 Differentiating between healthful and unhealthful methods of expressing feelings.
2.2 Identifying behaviors controlled by self.
2.3 Demonstrating methods of changing unwanted feelings.
2.4 Demonstrating methods of dealing with restlessness and tenseness.

3. Protecting Self/Others

3.1 Demonstrating stop and search when entering or crossing a street or road.
3.2 Following playground, school bus, school ground safety rules.
3.3 Making emergency phone calls.
3.4 Identifying firefighters by their appearance.

4. Relationships

4.1 Differentiating between appropriate and inappropriate touch.
4.2 Seeking adult assistance for inappropriate touch.
4.3 Recognizing others to whom one is important.
4.4 Recognizing those who are important to oneself.
4.5 Respecting the rights of others.
4.6 Describing ways of resolving disputes without fighting.
4.7 Explaining the differences between the acceptability of feelings and acceptability of behaviors.
4.8 Recognizing that different people have different abilities.

5. Nutrition/Weight Management

5.1 Describing the special importance of breakfast.
5.2 Choosing healthful breakfast menus from a variety of alternatives.
5.3 Explaining how foods are the source of all physical parts of the body and the source of body energy.
5.4 Naming important guides for healthful eating: eat breakfast, eat many different kinds of foods, don't eat too much of any one food.

6. Substance Abuse

6.1 Identifying alcohol and tobacco containers as ones to stay away from.
6.2 Reporting but not touching needles/syringes.

First Grade Outline

Personal Fitness Skills

7.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.2 Demonstrate the ability to understand the concept of "pacing" during cardiovascular endurance activities.
7.3 Demonstrate knowledge of flexibility through stretching exercises and perform exercises that enhance flexibility in a variety of muscle groups.
7.4 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises that enhance muscular strength and endurance in a variety of muscle groups.

Recreational Dance Skills

8.1 Demonstrate using non-locomotor, locomotor, and combination skills in a sequence.
8.2 Demonstrate the concepts of time, force, space, and flow.
8.3 Demonstrate the ability to control the body using non-locomotor, locomotor, and combination movements when directed by instrumental cues.
8.4 Use acquired non-locomotor, locomotor, and combination movements to demonstrate movement skills in a creative sequence and in simple patterned dances.

Game and Sport Skills

9.1 Demonstrate throwing and catching skills necessary for participation in games and sports.
9.2 Demonstrate kicking skills necessary for participation in variety of activities, drills, and/or games.
9.3 Develop striking skills using body parts and extensions necessary for participation in games and sports.
9.4 Develop safety skills and work cooperatively with others in game situations.
9.5 Demonstrate basic jump rope skills.

Developmental Gymnastic Skills:

10.1 Demonstrate static and dynamic balances using different body parts.
10.2 Demonstrate forward and backward rolling patterns.
10.3 Perform rolling movements that can be used as "safety rolls."
10.4 Create gymnastic routines which focus on balance and rolling patterns with or without equipment.

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 1

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status and susceptibility to major health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Summarize health risks for own age group.	**MEASURE 1.1.1:** Identify injuries from vehicle crashes, falls, and burns as the most important health risks.
OBJECTIVE 1.2: Predict the consequences of various health-related behaviors.	**MEASURE 1.2.1:** Given several examples, such as playing alone near water, playing with fire, climbing on a refuse pile, and getting in a car with a stranger, describe what might happen that could be unpleasant or bad for health and safety.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 1

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Differentiate between healthful and unhealthful methods of expressing feelings.	**MEASURE 2.1.1:** When provided with a brief scenario of how a person felt and how the person expressed the feeling, the student evaluates whether the expression was healthful or unhealthful.
OBJECTIVE 2.2: Identify behaviors controlled by self.	**MEASURE 2.2.1:** State two examples of behaviors controlled entirely by oneself.
OBJECTIVE 2.3: Demonstrate methods of changing unwanted feelings.	**MEASURE 2.3.1:** Relate a specific example of a situation in which an unwanted feeling was intentionally changed.
OBJECTIVE 2.4: Demonstrate methods of dealing with restlessness and tenseness.	**MEASURE 2.4.1:** After a student provides an example of a situation in which he or she feels restless or tense, others state possible ways to deal with the feeling.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 1

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Demonstrate stop and search when entering or crossing a street or road.	**MEASURE 3.1.1:** Using a simulated road or intersection, the student successfully enacts the sequence of steps in the stop and search method of crossing a road.
OBJECTIVE 3.2: Comply with playground, school ground, and school bus safety rules.	**MEASURE 3.2.1:** Observation of students in actual situations.
OBJECTIVE 3.3: Demonstrate the ability to make an emergency phone call.	**MEASURE 3.3.1:** Given a simulated emergency and phone device, the student will place a call for help using the proper phone number and will give the appropriate vital information.
OBJECTIVE 3.4: Identify firefighters by their appearance in fire emergencies.	**MEASURE 3.4.1:** Given pictures of persons wearing various types of clothing or protective gear, identify firefighters.

HEALTHFUL LIVING EDUCATION
PHYSICAL EDUCATION

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 1

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Differentiate between appropriate and inappropriate touch.	**MEASURE 4.1.1:** Using a mannequin, locate areas of the body where it is not usually appropriate for other people to touch you.
OBJECTIVE 4.2: Seek adult assistance in response to inappropriate touch.	**MEASURE 4.2.1:** Given a description of an event involving inappropriate touch, the student identifies a source of adult assistance.
OBJECTIVE 4.3: Recognize one's importance to others.	**MEASURE 4.3.1:** Name at least one person to whom student is special and important.
OBJECTIVE 4.4: Recognize the importance of others to oneself.	**MEASURE 4.4.1:** Name at least one person who is special and important to yourself.
OBJECTIVE 4.5: Respect the rights of others.	**MEASURE 4.5.1:** Describe at least two rights of all people that deserve respect.
OBJECTIVE 4.6: Describe alternatives to fighting as a means of resolving disputes.	**MEASURE 4.6.1:** Given two clips from video tapes that illustrate two students disagreeing and then fighting, describe at least two other ways the dispute could have been handled.
OBJECTIVE 4.7: Explain the difference between the acceptability of feelings and the acceptability of behaviors.	**MEASURE 4.7.1:** When prompted, state that each person is entitled to own feelings but that behaviors can affect others.
OBJECTIVE 4.8: Recognize that different people have many different abilities.	**MEASURE 4.8.1:** Name two abilities that you have and two abilities you don't have but other people do.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 1

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Describe the special importance of breakfast.	**MEASURE 5.1.1:** Give three reasons why breakfast is a unique and important meal.
OBJECTIVE 5.2: Choose healthful breakfast menus from a variety of alternatives.	**MEASURE 5.2.1:** When presented with pictures of a variety of foods, select three that would be healthful breakfast foods, including at least one non-traditional breakfast food.
OBJECTIVE 5.3: Explain how foods are the materials from which all physical parts of the body are made and also the source of body energy.	**MEASURE 5.3.1:** Supply the missing word: Cars use gas for energy. People use _____ for energy. Cars are made from metal and plastic. People's bodies are made from _____.
OBJECTIVE 5.4: Recall guidelines for healthful eating.	**MEASURE 5.4.1:** State at least three guidelines for healthful eating, such as 1) eat breakfast every day, 2) eat many different foods, 3) don't eat too much of any one kind of food.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 1

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Identify containers typically used for alcohol and tobacco products as dangerous.	**MEASURE 6.1.1:** Given a variety of pictures from advertisements, select those that show containers used for alcohol and tobacco products and state what a child should do with those containers.
OBJECTIVE 6.2: Identify a needle/syringe as an object to be reported to an adult but not to be touched.	**MEASURE 6.2.1:** When shown a picture of a needle/syringe, the student will identify it, explain what to do about it, and provide a reason why.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 1

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will participate in a health-related fitness assessment and score at an acceptable level . **AND/OR:** Complete a modified fitness test designed by the teacher to meet the individual needs of the student and demonstrate improvement on the items during the school year. **For more information about health-related fitness programs please contact:** AAHPERD, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476- 3481.
OBJECTIVE 7.2: Demonstrate the ability to understand the concept of "pacing" during cardiovascular endurance activities.	**MEASURE 7.2.1:** The student will demonstrate the ability to complete a variety of cardiovascular endurance activities such as a 3-6 minute endurance walk/run, aerobic dance, fitness circuits, and other activities at a personally comfortable pace without stopping to rest. **For example:** The teacher will take this opportunity to "tie-in" facts about cardiovascular fitness taught in kindergarten (the two sites to take heart rates and why the body's response to physical activity is an elevated heart rate) and provide a variety of cardiovascular conditioning activities for the student throughout the school year. These opportunities will allow the student to establish his or her own pace. Help the students to understand that individuals will have their own "comfort level" when participating in cardiovascular endurance activities.
OBJECTIVE 7.3: Demonstrate knowledge of flexibility through stretching exercises and perform exercises that enhance flexibility in a variety of muscle groups.	**MEASURE 7.3.1:** The student will perform a variety of stretching exercises throughout the school year (focus on muscle groups such as the triceps, pectorals, quadriceps, lower back, neck/ shoulders, and calf) and identify the exercises used to stretch the specific muscle groups.
OBJECTIVE 7.4: Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises that enhance muscular strength and endurance in a variety of muscle groups.	**MEASURE 7.4.1:** The student will perform a variety of muscular strengthening and endurance exercises throughout the school year (focus on muscle groups such as the lower back, hamstrings, quadriceps, adductors, and abductors) and identify the exercises used to develop the specific muscle groups.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 1

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Demonstrate the combination of locomotor movements.	**MEASURE 8.1.1:** The student will be able to perform and identify locomotor skill combinations such as skipping, galloping, sliding, polka step, and schottische step. This also includes the ability to combine two or more of the skills in numerous smooth transitions such as - sliding into galloping, walking into skipping, running into leaping, and skipping into sliding.
OBJECTIVE 8.2: Demonstrate the concepts of time, force, space, and flow.	**MEASURE 8.2.1:** The student will be able to perform combinations of locomotor skills such as skipping, galloping, sliding, polka step, and schottische step demonstrating changes in directions, pathways, speed and intensity.
OBJECTIVE 8.3: Demonstrate the ability to control the body using non-locomotor, locomotor, and combination movements when directed by instrumental cues.	**MEASURE 8.3.1:** The student will perform a variety of non-locomotor, locomotor, and combination movements with the teacher using percussion instruments to direct and accompany the movements. **MEASURE 8.3.2:** The teacher will use an appropriate piece of folk dance music such as "Seven Jumps" or "Bingo" as the students create bent, stretched, twisted and other non-locomotor movements to the bell tone cues. The students will perform a variety of locomotor and combination movements during the chorus section while moving in self and general space.
OBJECTIVE 8.4: Use acquired non-locomotor, locomotor, and combination movements to demonstrate movement skills in a creative sequence and simple patterned dances.	**MEASURE 8.4.1:** The student will demonstrate the skills needed to perform a variety of action songs, expressive movement to songs, poetry, and other appropriate literature, and simple dances, such as "The Farmer In The Dell."

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 1

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate throwing and catching skills necessary for participation in games and sports.	**MEASURE 9.1.1:** The student will consistently perform an overhand throwing pattern and proper catching skills in a variety of activities, drills, and/or games. **Example:** The student is given a variety of throwing and catching opportunities during the year with the teacher having a focus on the three key overhand throwing cues during the year: "opposition," "hip rotation," and "elbow extension." Have the students "translate" the word cues into words they understand and encourage them to say "their own" cues while practicing the overhand throwing pattern. **Opposition:** The student will step with the foot opposite the throwing hand. **Hip Rotation:** The student will rotate the hips when throwing (as opposed to the hips facing the target the entire time without rotation). **Elbow Extension:** The elbow of the throwing arm will be at a right angle to the body during the throw (as opposed to touching or being very close to the side of the body).
OBJECTIVE 9.2: Demonstrate kicking skills necessary for participation in variety of activities, drills, and/or games.	**MEASURE 9.2.1:** The student will be able to consistently perform kicking a stationary ball and a moving ball with the dominant foot. During the skill, the student's kicking leg is slightly bent at the knee and the non-kicking leg is even or slightly behind the center of the ball.
OBJECTIVE 9.3: Develop striking skills using body parts and extensions necessary for participation in games and sports.	**MEASURE 9.3.1:** The student will demonstrate the ability to consistently strike a rolling whiffle ball with a paddle, pillo polo stick, wand, or other extensions. **MEASURE 9.3.2:** The student will demonstrate the ability to drop a whiffle ball (or other object), permit it to bounce and strike it with a paddle.
OBJECTIVE 9.4: Develop safety skills and work cooperatively with others in game situations.	**MEASURE 9.4.1:** The student will demonstrate the ability to observe safety precautions while participating in game situations by being considerate of others and following safety rules.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 1

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.4 **(Continued from the previous page)** Develop safety skills and work cooperatively with others in game situations.	**MEASURE 9.4.2:** The student will work cooperatively with others to complete a game task by giving encouragement to others during a game and participating in all activities.
OBJECTIVE 9.5: Demonstrate basic jump rope skills.	**MEASURE 9.5.1:** The student will demonstrate skills such as: • **Jumping with rhythm:** With the short jump rope on the floor, the student will be able to jump back and forth over the rope at a self-paced rhythm. This includes jumping facing the rope and from side-to-side. • **Starting Positions:** With the rope behind the feet for forward turning, the instruction can begin with slow-time rhythm and the basic two-footed jump for several turns. With the basic two-footed jump, the jumper jumps over the rope with feet together as it passes under the feet and takes a preparatory rebound while the rope is over the head. • **Turning the Long Rope:** Using groups of five or six children, two members in each group turns the long rope while the others practice jumping. Students should be able to turn the rope properly and time should be allotted for this. All children should have equal opportunity to turn the rope. As the students display skill and confidence, the following short rope skills may be introduced: • **Alternate Foot Basic Step:** In the Alternate-Foot Basic Step, as the rope passes under the feet, the weight is shifted alternately from one foot to the other, raising the unweighted foot in a running position. • **Rocker Step:** One leg is always forward in a walking stride position in executing the Rocker Step. As the rope passes under the feet, the weight is shifted from the back foot to the forward foot. The rebound is taken on the forward foot while the rope is above the head. On the next turn of the rope, the weight is shifted from the forward foot to the back foot, repeating the rebound on the back foot.

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 1

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE10.1: Demonstrate static and dynamic balances.	**MEASURE 10.1.1:** The student will perform a variety of static balances using different body parts. • **For example:** "Static balance" is balancing in held positions. The students will assume various balance positions using one, two, three, and four bases of support. Hold the positions for a minimum of five seconds before changing. Hold balance positions at low and high levels. Hold balance positions in stretched, curled, and twisted shapes. The students assume the balance positions on available equipment such as gymnastic boxes, balance beams, and benches. **MEASURE 10.1.2:** The student will perform a variety of dynamic balances using different body parts. • **For example:** "Dynamic balance" is balancing the body under control while the body is moving through general space. Have the students crawl, slide, walk, hop, and jump along a line on a floor for a minimum of ten feet without falling off. Change directions and speeds. Have the students use a low balance beam, 2 x 4, elevated mat, bench, ladder and/or an elevated balance beam. The students should be able to crawl, slide on different body parts, walk, hop, and jump along the equipment. Use good body control, eyes up, arms used for balance/counterbalance, and no falls. Have the students change directions, levels, and speed as they gain confidence.
OBJECTIVE 10.2: Demonstrate forward and backward rolling patterns.	**MEASURE 10.2.1:** The student will perform rolling patterns such as a log roll, egg roll, shoulder roll, or forward roll. **MEASURE 10.2.2:** The student will perform backward rolling patterns such as a egg roll, shoulder roll, or backward roll using flat or an inclined surface.
OBJECTIVE 10.3: Perform rolling movements that can be used as "safety rolls."	**MEASURE 10.3.1:** The student will perform a shoulder roll (front and back) from a squatting and standing position and explain that these type of rolls can be used to help "cushion" the body when tripping and/or losing balance.
OBJECTIVE 10.4: Create gymnastic routines which focus on balance and rolling patterns on the mats and/or other equipment.	**MEASURE 10.4.1:** The student will create and perform simple routines using the elements of balance and rolling as the primary focus.

Second Grade Outline

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Identifying own health-promoting behaviors.

2. Stress Management

2.1 Sharing thoughts and feelings.
2.2 Distinguishing between evaluations of performance and basic worth.
2.3 Coping with fear.

3. Protecting Self/Others

3.1 Demonstrating tooth brushing and flossing.
3.2 Describing benefits of tooth brushing and flossing.
3.3 Demonstrating the prevention of germ spread through food, water, air, and touch.
3.4 Practicing measures to prevent contact with the body fluids of others.
3.5 Getting help in an emergency.
3.6 Demonstrating the "stop, drop, and roll" response to burning clothing.
3.7 Handling flammable liquids safely.

4. Relationships

4.1 Recognizing and responding to others' feelings.
4.2 Judging behaviors as promoting or hindering friendships.
4.3 Giving and receiving compliments.
4.4 Apologizing when appropriate.

5. Nutrition/Weight Management

5.1 Categorizing simple and processed foods according to the major food groups in a balanced diet.
5.2 Identifying the sweets, fats, and oils food group as the least important for healthful eating.
5.3 Distinguishing between balanced and unbalanced meals in own eating patterns.
5.4 Predicting characteristics of persons resulting from unbalance of sweets, fats, and oils in diet.
5.5 Identifying food snacks that are healthy for teeth.

6. Substance Abuse

6.1 Analyzing impact of smoking on self.
6.2 Describing effects of alcohol use on behavior.

Second Grade Outline

7. Personal Fitness Skills

7.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.2 Recognize the concept of "recovery heart rate."
7.3 Demonstrate an understanding of nutrition as related to personal fitness.

8. Recreational Dance Skills

8.1 Explore various even and uneven rhythmic patterns using non-locomotor, locomotor, and combination movements.
8.2 Demonstrate simple square and folk dances.
8.3 Create and refine a movement sequence with a beginning, middle, and ending.

9. Game and Sport Skills

9.1 Demonstrate the manipulative skills of catching a ball (or similar objects) while participating in a game or other activity.
9.2 Demonstrate the manipulative skill of trapping while participating in a game or other activity.
9.3 Demonstrate the manipulative skill of striking necessary for participation in a drill, activity, or game situation.
9.4 Develop social behavior skills by helping others needing assistance in game situations.
9.5 Develop social behavior skills dealing with responsibility in Physical Education classes.
9.6 Demonstrate the ability to jump a short jump rope.

10. Developmental Gymnastic Skills

10.1 Demonstrate body control while moving on a low balance beam or similar object.
10.2 Demonstrate a variety of static balance skills on the low beam or similar object.
10.3 Demonstrate examples of inversion using mats and other equipment.
10.4 Create gymnastic routines using balance and inversion movements.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 2

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status and susceptibility to major health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Summarize health risks for age group.	**MEASURE 1.1.1:** Identify injuries from vehicle crashes, burns, falls and pedestrian collissons with cars as the most important health risks.
OBJECTIVE 1.2: Identify own health-promoting behaviors.	**MEASURE 1.2.1:** In response to descriptions of several situations, e.g., traveling to school, playing at home, going shopping, name at least one health-promoting behavior engaged in for each situation.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 2

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Share thoughts and feelings.	**MEASURE 2.1.1:** Teacher observation is used to identify students who are reluctant to share thoughts and feelings.
OBJECTIVE 2.2: Distinguish between evaluations of performance and basic worth.	**MEASURE 2.2.1:** In response to two short stories, one of a child who successfully undertakes a task and feels proud and one who is unsuccessful and feels badly, the student, when prompted, will agree that both children are equal in basic worth.
OBJECTIVE 2.3: Cope with fear.	**MEASURE 2.3.1:** Each child will name something fearful and describe how to cope with the issue or situation.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 2

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Demonstrate tooth brushing and flossing.	**MEASURE 3.1.1:** When provided with appropriate utensils, correctly demonstrate tooth brushing and flossing.
OBJECTIVE 3.2: Explain benefits of regularly brushing and flossing one's teeth.	**MEASURE 3.2.1:** Describe personal benefits of tooth brushing and flossing, including the prevention of plaque formation.
OBJECTIVE 3.3: Demonstrate how to prevent the spread of germs through food, drink, air, and touch.	**MEASURE 3.3.1:** For each category of a means of germ spread, explain one way in which the spread of germs has been prevented by the student in the last twenty-four hours.
OBJECTIVE 3.4: Practice measures to prevent contact with the body fluids of others.	**MEASURE 3.4.1:** Name examples of body fluids, explain the reasons for avoiding contact with the body fluids of others, and describe how contact can be avoided.
OBJECTIVE 3.5: Successfully seek help in an emergency.	**MEASURE 3.5.1:** Name several types of emergencies and specifically describe the most appropriate course of action.
OBJECTIVE 3.6: Demonstrate the stop, drop, and roll response to burning clothing.	**MEASURE 3.6.1:** At the teacher's prompt, enact the stop, drop, and roll response to burning clothing.
OBJECTIVE 3.7: Safely handle flammable liquids.	**MEASURE 3.7.1:** Given pictures of flammable liquids, state the best way to deal with them is not to touch or inhale them. Further explain that flammable liquids should never be near a fire or a hot object, and should always be closed.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 2

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Recognize and respond to the feelings of others.	**MEASURE 2.1.1:** In response to video clips of children exhibiting various emotions, identify each feeling and state a healthful and accepting way of responding to the feeling.
OBJECTIVE 4.2: Judge behaviors as friendship promoting or friendship hindering.	**MEASURE:** Given a list of specific behaviors, select those that promote friendships.
OBJECTIVE 4.3: Appropriately give and receive compliments.	**MEASURE:** The teacher observes students giving and receiving compliments appropriately (sincerely, timely), over the period of a special "compliment week."
OBJECTIVE 4.4: Interpret situations to determine when an apology is appropriate.	**MEASURE 4.4.1:** Given a variety of descriptions of specific interactions, identify those behaviors that infringe on the rights of others and describe an appropriate apology.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 2

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
Objective 5.1: Categorize simple and processed foods according to the major food groups in a balanced diet.	**Measure 5.1.1:** Given a picture of a grocery store aisle, identify foods and categorize them according to the major food groups.
Objective 5.2: Identify the least important food group for healthful eating.	**Measure 5.2.1:** Given samples of actual foods, identify those that are primarily sweets, fats, and/or oils and place them in a least important category.
Objective 5.3: Interpret own eating patterns to identify balanced and unbalanced meals.	**Measure 5.3.1:** Recall own meals and describe at least one unbalanced meal and one balanced meal.
Objective 5.4: Predict characteristics of persons resulting from a diet unbalanced in sweets, fats, and oils.	**Measure 5.4.1:** Given exaggerated descriptions of eating habits unbalanced in sweets, fats, and oils, describe potential behaviors and physical characteristics of persons who have those eating habits.
Objective 5.5: Identify food snacks that are good for the teeth.	**Measure 5.5.1:** Name several favorite snack foods and identify which are best for dental health.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 2

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Analyze the impact of smoking and using other tobacco products.	**MEASURE 6.1.1:** In teams, students identify several ways in which smoking impacts both those who smoke and those who don't, and evaluate the seriousness of the problems.
OBJECTIVE 6.2: Analyze the impact of alcohol use.	**MEASURE 6.2.1:** Each student talks to several adults to identify possible impacts of alcohol use, then students in groups discuss results and select the most serious impacts for their own group.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 2

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will participate in a health-related fitness assessment and score at an acceptable level. **AND/OR:** Complete a modified fitness test designed by the teacher to meet the individual needs of the student and demonstrate improvement on the items during the school year. **For more information about health-related fitness programs please contact:** American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476-3481.
OBJECTIVE 7.2: Recognize the concept of "recovery heart rate."	**MEASURE 7.2.1.:** The student will be able to explain that an individual's heart rate will slow down after exercise and approach the pre-exercise level. **For example:** The student will be involved in a number of situations that demonstrate the change of heart rate from rest, to exercise, and back to rest . The teacher selects 3-4 students during assorted times throughout the school year to demonstrate the concept of "recovery heart rate." The teacher takes a resting heart rate at the radial artery (wrist) or carotid artery (side of neck) for a 10-second period while the selected students are lying down. Record the results. The entire class is involved in three to five minutes of moderate to intense cardiovascular activities (a vigorous tag game, recreational dance activity, or other cardiovascular games). Re-check the exercise heart rates of the selected students for another 10-second period. Record the results. Have the students discuss what they think will happen to the students' heart rates during the next three minutes while they rest? Check the heart rates of the students every minute for three minutes and record the results. Have the class discuss and draw conclusions that establish the fact that the heart rate "recovers" after periods of activity.
OBJECTIVE 7.3: Demonstrate an understanding of nutrition as related to personal fitness.	**MEASURE 7.3.1:** The student will be able to explain that working muscles use oxygen and nutrients at a faster rate than resting muscles. **For example:** The teacher will take opportunities during the year to teach the basic nutritional aspects of exercise such as: the cardiovascular system carries nutrients and oxygen throughout the body, and the heart beats faster during exercise in order to supply the working muscles with an increased supply of oxygen and nutrients.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 2

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Explore various even and uneven rhythmic patterns using non-locomotor, locomotor, and combination movements.	**MEASURE 8.1.1:** The student will perform even and uneven patterns using non-locomotor, locomotor, and combination movements. **For example:** The teacher will introduce the concept of an even beat (successive beats having an even amount of emphasis) and an uneven beat (successive beats having an unequal amount of emphasis) with locomotor and non-locomotor movements. Have the students: 1.) **Non-Locomotor:** While remaining in one spot, have the students move different body parts to the beat of even and uneven tempos. Clap to the beat of a drum (or other suitable percussion instrument) using several even rhythms and uneven rhythms. Build simple sequences of movement. To an even rhythm, move one body part for eight counts, then another. Alternate the use of actions (push-pull) for eight counts, then do another set of actions (swing, sway) for eight counts. To an uneven beat (fast, slow; slow, fast, fast; or any other even rhythm) move selected body parts to match the rhythm (stretch, curl; stretch, curl, curl). Put two or more sequences together. Alternate even and uneven sequences. 2.) **Locomotor:** Travel to the beat of the drum. Use an even beat first. Point out that a walk, run, leap, jump, and hop are even rhythms and can be performed according to the tempo of the even rhythm - one step per beat. Have the students travel using these movements while changing directions and pathways. Next emphasize uneven rhythms (long, short). A skip, slide, and gallop are uneven rhythms. Have the students travel using these movements to the drum beat while changing directions and pathways. 3.) **Locomotor and Non-Locomotor:** Select several records with 2/4, 3/4, and 4/4 tempos. After listening to the music, have the students decide which are even rhythms and which are uneven rhythms. Clap to the beat of the music to help make a decision. Finally, have the students perform appropriate non-locomotor and locomotor movements to the music.

HEALTHFUL LIVING EDUCATION
PHYSICAL EDUCATION

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 2

COMPETENCY GOAL 2: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.2: Perform simple square and folk dances.	**MEASURE 8.2.1:** The student will demonstrate simple square and folk dances such as: Apat Apat (Philippines), Troika (Russia), Did You Ever See A Lassie (Scotland), Shoemaker's Dance (Denmark), and Yankee Doodle (USA). **For example:** The teacher will select a variety of simple square and folk dances appropriate to the level of the students. Please include international folk dances that represent a culturally diverse selection. The above dances represent dances that students at this grade level are typically able to perform. Feel free to modify the dances to ensure successful participation, add others, or make appropriate selections of your own.
OBJECTIVE 8.3: Create and refine a creative movement sequence with a beginning, middle, and an ending.	**MEASURE 8.3.1:** The student will create a dance using three or more rhythmic patterns using a variety of non-locomotor, locomotor, and combination movements. **For example:** The teacher will lead the students as they create a short creative dance using a series of action word flash cards. Using the list of action words below, make a series of large cards with words such as the following on them: **Traveling Actions** run, slither, skip, hop, creep, gallop, rush, dart, flee **Vibratory Actions** shiver, shake, quiver, tremble, wobble, vibrate, shudder **Jumping Actions** leap, hurl, toss, bound, prance, bounce, soar, fly **Turning Actions** spin, whirl, twirl, whip, swivel **Stopping Actions** freeze, hold, perch, grip, anchor, pause, settle **Percussive Actions** stamp, punch, explode, pound, patter **Contracting Actions** shrink, shrivel, close, narrow, spread **Expanding Actions** grow, reach, release, open **Sinking/Rising Actions** collapse, lift, sink, rise, lower, fall

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 2

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.3: **(Continued from previous page)** Create and refine a creative movement sequence with a beginning, middle, and an ending.	The student will explore non-locomotor, locomotor, and combination movements: 1.) "Today we are going to move to action words. We'll begin by selecting one word from our card set. The first word is 'dart.' What does that mean? Yes, it means 'fast, quick, over in a flash!' While remaining in your spot, can you show me a darting action with a body part? Another body part? Now travel and show me a darting action." 2.) Select another word and explore its action with the student on his or her spot and/or while traveling. Then a third word. 3.) "Let's try putting two words together. Find a body pose in which you would like to start. Perform your first movement. Make a clear, smooth transition into the next action word. End your sequence by stopping in a definite pose."

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 2

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate the manipulative skills of catching a ball (or similar objects) while participating in a game or other activity.	**MEASURE 9.1.1:** The student will consistently perform catching skills using balls thrown at different levels (high, medium, low) and demonstrate the proper hand positions while participating in a drill, activity, or game like "cooperative catch." **For example:** Using a medium-sized ball, the students are asked to demonstrate the ability to catch and throw with a partner. Emphasis should be on catching the ball. When catching the ball the arms are in front of the body, with the elbows slightly bent. The ball is caught with the hands and "pulled" toward the body by bending the elbows. Generally speaking, students catching balls at chest level and above should have their hands positioned so that the thumbs point towards each other with the fingers spread. The hand position for balls below chest level will have the thumbs pointed away from each other with the fingers spread and generally pointed towards the ground. As students demonstrate control of catching a ball while stationary, ask them to catch the ball while moving. The student catching the ball should practice while moving laterally. Mark off two points about ten feet apart. While moving from one point to another, have another student toss the ball so that his or her partner can catch it while moving. Proper foot movement is important to catching a ball while moving sideways. If students are having trouble, have them practice moving only. They should practice using a sliding step.
OBJECTIVE 9.2: Demonstrate the manipulative skill of trapping while participating in a game or other activity.	**MEASURE 9.2.1:** The student will perform the soccer skill of trapping while participating in a game, activity, or drill such as the "trap and kick shuttle drill." **For example:** Using soccer ball or other appropriate ball, the students will practice standing with one foot on the ground and the other foot on the ball. The body weight should be balanced and supported by the foot on the ground. After listening to the correct way to trap a ball, the students will practice with a partner. "Can you roll the ball toward your partner so the ball can be trapped with a foot? You must roll the ball with the right amount of force and in front of your partner." Trap the ball by placing the bottom of the foot on the ball - keeping your foot at an angle by slightly pointing the foot up. When trapping, don't use any more force than necessary.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 2

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: Demonstrate the manipulative skill of striking necessary for participation in a drill, activity, or game situation.	**MEASURE 9.3.1:** The student will consistently perform striking a ball while using either hand. **For example:** The student should be able to use a short toss (forehead height) using a nerf ball, beach ball or other suitable ball and strike it up with a small force and catch it. Remind the students to work for control so that stepping to catch the ball is not necessary. Make your palm form a flat surface as the ball is hit up. In addition to using either hand, use a variety of different body parts - forearm, knee, head - to strike the nerf ball. In addition, have the students try: • Adding force to the ball to make it go up higher and under control. • Strike a ball to different levels against a wall. Use targets of hoops or tape. • Strike a ball using alternating hands. • Work on specific hand positions for an overhead (set) pass and underhand pass (bump) in volleyball. Use a self-toss with a catch after striking, two consecutive strikes before catching, or continuous striking. Using a partner about 10 feet away, strike a tossed ball back to your partner (toss, strike, catch). **MEASURE 9.3.2:** The student will demonstrate the ability to consistently volley a whiffle ball (or other object) with a paddle (or other racquet) at least three times in a row.
OBJECTIVE 9.4: Develop social behavior skills by helping others needing assistance in game situations.	**MEASURE 9.4.1:** The student will demonstrate the ability to give encouragement to others during games. **For example:** For students to develop social skills, teachers must teach them. Before an activity begins, tell the students that it is important to help others when practicing a skill or in a game situation. During the activities reinforce this idea. When situations occur where students can help each other, focus on this aspect during the lesson and provide positive feedback to the students who engage in these positive behaviors.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 2

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.4: (Continued from previous page) Develop social behavior skills by helping others needing assistance in game situations.	**MEASURE 9.4.2:** The student will demonstrate the ability to work cooperatively as a team member. **For example:** Explain to the students prior to an activity that you will be looking for specific kinds of behavior that would reflect working cooperatively as a team member. To reinforce social behavior skills, the students need to have them explained, demonstrated, and have feedback. During an activity, consistent expectations of the students concerning group cooperation skills is important if they are to develop.
OBJECTIVE 9.5: Develop social behavior skills dealing with responsibility in Physical Education classes.	**MEASURE 9.5.1:** The student will demonstrate the ability to use equipment appropriately. **For example:** Prior to the activity, explain to the students the proper use of equipment. This includes what the equipment was designed for and how to use it during activities. During the activity, talk to the students and reinforce the proper ways to use the equipment.
OBJECTIVE 9.6: Demonstrate the ability to jump a short jump rope.	**MEASURE 9.6.1:** The student should be able to perform a variety of short rope skills such as: • Jump with and without a rebounding jump between rope turns. • Single jump (one jump, one turn) continuously for a period appropriate to the skill level of the student. As the students display skill and confidence, the following skills may be introduced: • Hop on one foot; hop on the other foot. • "Jog" (use alternating feet) while jumping. • Use a variety of locomotor combinations while jumping.

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 2

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Demonstrate body control while moving on a low balance beam or similar object.	**MEASURE 10.1.1:** The student will demonstrate the ability to walk backwards, forwards, and turning on a low balance beam, gymnastic bench, a wide line drawn on the gym floor, or similar object without losing balance. **For example:** The student will walk from one end of the balance beam to the other in a forward direction. This is done by alternating the feet in a walking pattern, looking to the end of the beam, with hands at the side. • As students gain confidence in walking forward on the beam, ask them to walk backwards. • Walk to the middle of the beam, turn, and walk backwards. • Try several turns while moving from one end of the beam to the other. Also try making full turns on the beam.
OBJECTIVE 10.2: Demonstrate a variety of static balance skills on the low beam or similar object.	**MEASURE 10.2.1:** The student will be able to perform static balance skills on one body part using different shapes and levels such as a one knee balance, forward scale, side scale or other one foot balances on a balance beam, gymnastic bench, a wide line drawn on the gym floor, or similar object without losing balance.
OBJECTIVE 10.3: Demonstrate examples of inverted movements using mats and other equipment.	**MEASURE 10.3.1:** The student will demonstrate "readiness" to perform inverted movements on the mats and/or other equipment by doing skills such as: • "mule kick-up" on two hands • piked push-up (doing a "push-up" action with the hips in a pike position) • "tip-up," tripod balance, or other balances using two or more body parts. These skills can serve to demonstrate the student's "readiness". for other inverted movements such as a cartwheel or handstand.

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 2

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.4: Create gymnastic routines using balance and inversion movements.	**MEASURE 10.4.1:** The student will be able to combine balance and inversion skills into a short routine on the mats and/or other equipment. **For example:** With available equipment (hoops, wands, ropes, vaulting boxes,benches, beams, mats, and folded mats) set-up about the area, have the children take several approaching steps, hops, and/or jumps to then jump or hop onto, into, or over the equipment and hold (freeze) their landing. Other static and dynamic balances include: • Perform 1/2 and 1/1 turns on one and two body parts. • Perform 1/2 and 1/1 jump turns and land on two or more body parts. • Perform a leap or jump on a mat and then roll forward or backward after landing. • Balancing on one or more body parts on the mats or other equipment with the body at different levels.

Third Grade Outline

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Interpreting benefits of health to oneself.
1.3 Identifying characteristics of responsible health behaviors.

2. Stress Management

2.1 Monitoring own feelings.
2.2 Associating feelings with thoughts and behaviors.
2.3 Acknowledging universal standards for behavior.
2.4 Acknowledging that behavior is changeable.
2.5 Handling embarrassment.

3. Protecting Self/Others

3.1 Exiting a smoke filled building.
3.2 Making a plan to escape fire in a building.
3.3 Avoiding smoke inhalation during a fire.
3.4 Responding appropriately to weather-related emergencies.
3.5 Demonstrating first aid for minor problems.

4. Relationships

4.1 Effectively expressing opinions contrary to those of others.
4.2 Initiating conversation with others.
4.3 Responding appropriately to teasing and bullying.
4.4 Showing concern for others.
4.5 Exercising self-control as a substitute for aggression.

5. Nutrition/Weight Management

5.1 Categorizing foods according to nutrient classes.
5.2 Selecting meals balanced according to nutrient classes.
5.3 Describing the roles and sources of water and fiber in healthful eating.
5.4 Choosing balanced meals away from home.

6. Substance Abuse

6.1 Explaining reasons not to use tobacco products.
6.2 Assertively declining to smoke.

Third Grade Outline

7. Personal Fitness Skills

7.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.2 Demonstrate the ability to monitor resting, exercise, and recovery rates.
7.3 Demonstrate the knowledge of the components of health-related fitness.

8. Recreational Dance Skills

8.1 Demonstrate American and International Folk Dances.
8.2 Create movement sequences to a rhythmic beat while manipulating objects.

9. Game and Sport Skills

9.1 Demonstrate the catching and throwing patterns with balls and other appropriate objects.
9.2 Demonstrate the ability to change direction and levels with objects.
9.3 Perform the skills of kicking, dribbling, passing, and trapping.
9.4 Demonstrate the ability to strike with a paddle or other appropriate extensions.
9.5 Develop social behavior skills for participation in games and sports.
9.6 Demonstrate a sense of accomplishment while participating in games.
9.7 Demonstrate the ability to jump a short jump rope.

10. Developmental Gymnastic Skills

10.1 Demonstrate inverted movements on the mats and/or other equipment.
10.2 Perform a variety of forward and backward rolling movements and sequences.
10.3 Create a variety of gymnastic routines which focus on inversion and rolling sequences using mats and/or other equipment.

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 3

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status and susceptibility to major health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Summarize health risks for age group.	**MEASURE 1.1.1:** Identify injuries from vehicle crashes, burns, falls, and bicycle collisions or falls as the most important health risks.
OBJECTIVE 1.2: Interpret benefits of health to self.	**MEASURE 1.2.1:** Describe several favorite activities and select those that might be unavailable under various conditions of poor health.
OBJECTIVE 1.3: Identify characteristics of responsible health behaviors.	**MEASURE 1.3.1:** Given several descriptions of health-related behaviors, select those that are responsible and state characteristics they have in common.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 3

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Monitor own feelings.	**MEASURE 2.1.1:** Students will keep a feelings journal for a day and record the variety of feelings encountered.
OBJECTIVE 2.2: Recognize the association of thoughts, feelings, and behaviors.	**MEASURE 2.2.1** Reflect on the course of the day and select one pleasant and one unpleasant occurrence. State the thoughts, feelings, and behaviors that surrounded the occurrence.
OBJECTIVE 2.3: Acknowledge universal standards for behavior.	**MEASURE 2.3.1:** Following the presentation of stories describing admirable behaviors in a variety of situations, students, in groups, identify at least three behavior standards that all group members can agree are desirable.
OBJECTIVE 2.4: Acknowledge that behavior is changeable.	**MEASURE 2.4.1:** Describe at least one behavior that is different from what it would have been one year ago in a similar situation.
OBJECTIVE 2.5: Formulate a plan to handle embarrassment.	**MEASURE 2.5.1:** Given scenarios of students who are in embarrassing situations, describe both productive and non-productive means by which the students might handle the embarrassment. Develop a personal plan for how one might handle own embarrassing situation.

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 3

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Demonstrate the get-low-and-go procedure for exiting a smoke filled building.	**MEASURE 3.1.1:** In response to a fire drill, demonstrate getting below the smoke ceiling and exiting the building.
OBJECTIVE 3.2: Make a plan to escape fire in a building.	**MEASURE 3.2.1:** Take home instructions for making a home fire escape plan, and submit the plan.
OBJECTIVE 3.3: Demonstrate practices to avoid smoke inhalation during a fire.	**MEASURE 3.3.1:** Given scenarios of various situations, enact appropriate behaviors to avoid smoke inhalation.
OBJECTIVE 3.4: Explain appropriate responses to weather-related emergencies.	**MEASURE 3.4.1:** Given detailed descriptions of tornado and lightning events, describe appropriate behaviors and relate rationale for each.
OBJECTIVE 3.5: Demonstrate first aid for minor problems.	**MEASURE 3.5.1:** Given simulated cuts, scratches, etc., apply appropriate first aid procedures.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 3

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Effectively express opinions contrary to those of others.	**MEASURE 4.1.1:** Given a topic that is strictly a matter of opinion, such as "What is the best tasting vegetable?" or "What is the best television program?" demonstrate in pairs how to state and justify an opinion while accepting a different opinion from the other person.
OBJECTIVE 4.2: Initiate conversation with another.	**MEASURE 4.2.1:** Role play two students who are strangers and begin a conversation through the use of appropriate greetings and questions.
OBJECTIVE 4.3: Explain appropriate means of responding to teasing and bullying.	**MEASURE 4.3.1:** Given descriptions of situations, students, in pairs, role play methods of handling teasing and bullying. Role plays should include useful verbal communications and follow up with adults when appropriate.
OBJECTIVE 4.4: Select appropriate means of showing concern for others.	**MEASURE 4.4.1:** Given a description of a situation in which one person is dejected, fearful, or embarrassed, state appropriate means of responding to this person.
OBJECTIVE 4.5: Plan to exercise self-control as a substitute for aggression.	**MEASURE 4.5.1:** Given a situation in which one person is very angry at another, role play both self-controlled and aggressive ways of handling the situation. Describe the benefits of self-control.

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 3

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Categorize foods according to nutrient classes.	**MEASURE 5.1.1** Given pictures of a variety of foods and containers labeled according to nutrient classes, separate the pictures according to nutrient classes strongly represented by the food. Justify placement of each picture by describing rationale.
OBJECTIVE 5.2: Select meals balanced according to nutrient classes.	**MEASURE 5.2.1:** Using the containers of food pictures described in 5.1.1 above, group foods to represent a balanced meal.
OBJECTIVE 5.3: Describe the special roles of water and fiber in healthful eating.	**MEASURE 5.3.1:** Trace the passage of water and fiber through the body and describe the roles each performs.
OBJECTIVE 5.4: Choose balanced meals away from home.	**MEASURE 5.4.1:** Students request a copy of a menu, or copy the menu from, a place to eat outside of the home and mark the components of at least one balanced meal from the menu.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 3

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Explain reasons not to use tobacco products.	**MEASURE 6.1.1:** In groups, students identify as many reasons as possible not to use tobacco products.
OBJECTIVE 6.2: Assertively decline to smoke tobacco or use smokeless tobacco.	**MEASURE 6.2.1:** Divide the class into groups and ask each group to think of several ways to convince another to smoke tobacco or use smokeless tobacco. Record these means. Each group then presents its persuaders, one by one, while the remainder of the class provides assertive negative responses.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 3

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will complete a health-related fitness assessment and score at an acceptable level. **AND/OR:** Complete an individual "Fitness Contract" designed by the teacher and demonstrate improvement on the items during the school year. **For more information about health-related fitness programs please contact:** American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA, 22091. 1 (800) 321-0789 or (703) 476-3481.
OBJECTIVE 7.2: Demonstrate the ability to monitor resting, exercise, and recovery rates.	**MEASURE 7.2.1:** The student will be able to check his or her heart rate by using either the radial artery (wrist) or carotid artery (side of neck) for a 6-second period while in a variety of different activity states. **For example:** The student will be able to correctly find his or her pulse and count the beats for a six-second period as directed by the teacher. By adding a zero to the number of beats counted in the 6-second period, the student will have an approximate heart rate count in beats per minute (14 beats in a 6-second period equals 140 beats per minute). The student is given numerous opportunities throughout the school year to take a 6-second heart rate while at rest, during activity, and during recovery.
OBJECTIVE 7.3: Demonstrate the knowledge of the components of health-related fitness.	**MEASURE 7.3.1:** The student will identify and describe the following components of health-related fitness. 1. Cardiovascular fitness 2. Muscle strength/Muscle endurance 3. Flexibility 4. Body composition **For example:** The student will be able to correctly identify the health-related fitness components using terms familiar to a third grader.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 3

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Demonstrate American and International Folk Dances.	**MEASURE 8.1.1:** The student will perform dances with structured movement sequences demonstrating memorization of patterns and correct responses to auditory cues in dances such as: Pop Goes The Weasel (England), O'Suzanna (USA), Iste Hendek (Turkey), Gaelic Waltz (USA), Alley Cat (USA), Djurdjevka Kolo (Yugoslavia) Patty Cake Polka (USA). **For example:** The teacher will select a variety of folk dances appropriate to the level of the students. Please include international folk dances that represent a culturally diverse selection. The above dances represent dances that students at this grade level are typically able to perform. Feel free to modify the dances to ensure successful participation, add others, or make appropriate selections of your own.
OBJECTIVE 8.2: Perform creative movement sequences to a rhythmic beat while manipulating objects.	**MEASURE 8.2.1:** The student will perform and/or create movement patterns with objects such as wands, ropes, balls, bean bags, parachutes, juggling scarves, and lummi sticks. **For example:** The students will work individually, in pairs, or small groups to perform rhythmic movements using several of the following records: • "Beanbag Activities and Coordination Skills" by Stewart (Kimbo Records) • "Rhythm Stick Activities" by Glass (Educational Activities) • "Rhythmic Rope Jumping" by Hoyman (Kimbo Records) • "Musical Ball Skills" by Geiger (Educational Activities) • "Parachute Activities with Folk Dance Music" by Seber and Jones (Kimbo Records)

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 3

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate the catching and throwing patterns with balls and other appropriate objects.	**MEASURE 9.1.1:** The student will demonstrate the ability to combine catching and throwing skills successfully in drills and game situations. **MEASURE 9.1.2:** The student will demonstrate proper catching and throwing techniques using Frisbees and/or other appropriate objects. **For example:** The teacher will provide a variety of opportunities throughout the school year so that the students will be able to perform Frisbee skills such as: •**Throwing:** The Frisbee throw is a backhand throw with the stance and the basic movement pattern similar to the tennis backhand. The teacher can demonstrate or select several students to demonstrate while covering the following points: • Stand with your side to the target (right side for right-handed thrower). • Grip Frisbee with the index finger along the outer edge, the thumb on top and the other fingers curled underneath. • As you prepare to throw the Frisbee, bring the disc back to your hip (left hip for a right-handed thrower), flex the wrist, bend the knees slightly, and step toward the target. • Release the Frisbee with a snap of the wrist pointing with your index finger (guide finger) at the target. Have the children practice throwing the Frisbee to a target against a wall or a backstop until the children begin to throw the disc in the intended direction. Once they are able to throw with some accuracy, they are ready to practice catching the Frisbee. More skilled throwers can throw to a hoop held by a partner or a tire suspended from a height. • **Catching:** In order to catch the Frisbee, initially encourage the children to use two hands.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 3

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: **(Continued from the previous page)** Demonstrate the catching and throwing patterns with balls and other appropriate objects.	• Your partner will throw the Frisbee to you gently. Trap the Frisbee by placing one hand on top of the Frisbee, the other on the bottom. Think of a duck's bill when it is quacking. • The one-handed catch is accomplished by catching the disc between the thumb and fingers. If the Frisbee is above the waist, the thumb is down, the fingers up. If the Frisbee is below the waist, the thumb is up, the fingers are down. • Play Frisbee catch with your partners. Move as close as you want. See how many times you can catch the Frisbee in a row before it touches the ground. If the children are going to be accurate at throwing so that a partner can catch the Frisbee, they need to understand how to throw the Frisbee so that it doesn't curve. If the Frisbee is going to travel straight (without curving), it needs to be released parallel to the ground. It if is thrown at an angle (one side down upon release), it will curve.
OBJECTIVE 9.2: Demonstrate the ability to change direction and levels with objects.	**MEASURE 9.2.1:** The student will demonstrate a variety of ball handing skills while moving under control in general space. **For example:** The teacher will provide a variety of opportunities throughout the school year so that the students will be able to perform ball handing skills such as: • With a ball for each student, the students will dribble a suitable ball while walking, jogging, and running. Change directions - move forward, backward, and sideways under the direction of the teacher. As you change direction, change dribbling hands. • While moving in general space, vary the amount of force you use to dribble the ball. Use a lot of force to dribble at chest level, a little force to dribble at knee level. Use one hand, then the other.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 3

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.2: **(Continued from previous page)** Demonstrate the ability to change direction and levels with objects.	• Emphasize changes in pathway while dribbling the ball. Move in a straight, angular, and curved pathways. • Combine two elements to change simultaneously - change direction and pathway at the same time. Change force and pathway. Change force and direction. Make changes sharp and quickly. • With a partner as a passive defender, try to dribble the ball without losing control. Try to dribble from one line to another or across the gym without your partner taking it away from you. Stop, start, change dribbling hands while protecting the ball with your body. As you change direction or pathway, lower your dribble to add quickness.
OBJECTIVE 9.3: Perform the skills of kicking, dribbling, passing, and trapping.	**MEASURE 9.3.1:** The student will perform the basic soccer skills and demonstrate the ability to combine two or more soccer skills in a practice situation. **For example:** The teacher will provide a variety of opportunities throughout the school year so that the students will be able to perform the soccer skills such as: • **Passing:** Kick the ball so that it travels directly to your partner. The best way to do this is to kick the ball with the inside of your foot. In order to make this kick, the kicking will actually swing out to the side and slightly forward. (The teacher or a skilled student can show this skill.) Once you have kicked the ball a few times, think about following through with your kicking foot in the direction of the target. Try to kick the ball to your partner so that your partner doesn't even have to take one step to get the ball. • **Passing:** When you are able to kick the ball to your partner five times in a row without your partner having to take a step to retrieve the ball, ask your partner to slowly roll the ball to you so you can practice kicking a moving ball with the inside of your foot.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 3

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: **(Continued from the previous page)** Perform the skills of kicking, dribbling, passing, and trapping.	• **Trapping:** Trap the ball as it is rolled by a partner. Be careful not to step on the ball - keep most of your weight on the foot that's not doing the trap. • **Kicking:** The instep kick is the power kick in soccer. It is designed to make the ball travel a long way. The inside-of-the-foot kick is used when accuracy is important, the instep kick is used when distance is important. The instep is the area around your shoelaces. This is the area on the foot which will make contact with the ball. With a stationary ball, run to the ball and kick it with your shoelaces (not your toe). Keep your head down and your eyes on the ball. As you make contact, make sure that you keep your ankle stiff for solid contact. Try to aim so that you kick the ball in the middle, not the top or the bottom. (The teacher demonstrates or asks a skilled child to demonstrate while the teacher explains.) • Practice the instep kick with a partner. Sometimes your kick won't travel in the desired direction, but don't worry about that in the beginning. Remember to make contact with the ball with your shoelaces, head down, eyes on the ball, and follow through. As your kicks begin to travel further, you and your partner will need to move farther apart. • The student will be involved in a wide variety of drill, lead-up games, skill stations, and other activities that encourage the combination of the above skills.
OBJECTIVE 9.4: Demonstrate the ability to strike with a paddle or other appropriate extensions.	**MEASURE 9.4.1:** While standing 3-6 feet away from a wall, the student will strike a whiffle ball (or other suitable object) against the wall repeatedly with control.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 3

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.5: Develop social behavior skills for participation in games and sports.	**MEASURE 9.5.1:** The student will demonstrate the ability to take turns willingly in a game situation. **For example:** For students to develop social skills, teachers must teach them. Before an activity begins, tell the students that it is important to take turns willingly while practicing a skill or in a game situation. During the activities reinforce this idea. When situations occur where students display the desired behavior, focus on the behavior during the lesson and provide positive feedback to the students who engage in these positive behaviors. **MEASURE 9.5.2:** The student will demonstrate the ability to share and be helpful with others in a game situation. **For example:** For students to develop social skills, teachers must teach them. Before an activity begins, tell the students that it is important to share with others while practicing a skill or in a game situation. During the activities reinforce this idea. When situations occur where students display the desired behavior, focus on the behavior during the lesson and provide positive feedback to the students who engage in these positive behaviors. Teach the "Thank You Game." This game is designed to help the students to focus on the social skill of sharing. A bean bag is needed for each child. The game can be played inside or out. The teacher reinforces children who help other children. • Today we are going to play the "Thank You Game." Each of you will have a bean bag. Begin by placing the bean bag on your head. When I say "Go," begin walking around the space trying to keep the bean bag balanced on your head. If your bean bag falls off, you freeze instantly. Anyone can pick up the bean bag and place it back on your head, as long as their bean bag doesn't fall off when they are bending over to pick up your bean bag. When they place it on your head, remember to say "thank you." Once the bean bag is back on your head, you can begin to travel again.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 3

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.5: **(Continued from previous page)** Develop social behavior skills for participation in games and sports.	As the children become more adept at balancing the bean bag on their head, vary the ways they travel; jogging, skipping, sliding, galloping. At the conclusion of this game, it's often a good time to discuss the characteristics of sharing. Questions like "How did it make you feel when someone placed the bean bag on your head?" or "Did you enjoy helping others who were frozen?" can be catalysts for emphasizing the importance of sharing with others in game situations. **MEASURE 9.5.3:** The student will demonstrate emotional control in a game situation and abide by the game rules. **For example:** For students to develop social skills, teachers must teach for them. Before an activity begins, tell the students that it is important to demonstrate emotional control while practicing a skill or in a game situation. During the activities reinforce this idea. When situations occur where students display the desired behavior, focus on the behavior during the lesson and provide positive feedback to the students who engage in these positive behaviors.
OBJECTIVE 9.6: Demonstrate a sense of accomplishment while participating in games.	**MEASURE 9.6.1:** The student will demonstrate good sportsmanship and display characteristics of being a contributing team member in game situations. **For example:** For students to develop social skills, teachers must teach for them. Before an activity begins, tell the students that it is important to display good sportsmanship in a game situation. During the activities reinforce this idea. When situations occur where students display the desired behavior, focus on the behavior during the lesson and provide positive feedback to the students who engage in these positive behaviors. A learning game such as "Positive Strokes" can be used with the students: • This game is called "Positive Strokes" and is designed to help children acquire good sportsmanship by focusing on verbal cues. It is important to emphasize from the beginning that during the game only positive comments can be made. Negative comments or booing are totally against the rules.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 3

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.6: **(Continued from previous page)** Demonstrate a sense of accomplishment while participating in games.	We'll select two people to leave the room. When they are gone, we will decide a shape that we want them to make. After we decide, we will try to help them discover the shape by letting them know when they are close to the shape we have in mind--by clapping softly or loudly, by cheering, and making other sounds that let them know they are on the right track. When they aren't close, however, we will be silent so they know they need to try another shape. Let me give a clue. The two who are making the shape should try lots of different shapes in the beginning--changing shapes slowly--so that the rest of us can let them know when they are getting close. When they find the right shape, we will give them a standing ovation. Remember, no "booing," "hissing," or other negative expressions. Who wants to leave the room first? Be sure to provide some guidance in the beginning so that the shape the class creates is relatively simple and easy to identify. This game can lead to an excellent discussion of how it feels to be booed, etc., as compared to being cheered and clapped for. With some more mature classes, you may actually want to play "Negative Strokes." In this game the students will hiss, etc., when the selected students are not close to the desired shape. This is one way to help the students understand the powerful differences between positive and negative reinforcement and their role in good sportsmanship.
OBJECTIVE 9.7: Demonstrate the ability to jump a short jump rope.	**MEASURE 9.7.1:** The student will be able to perform a variety of the following skills while turning the rope forward and backward: • Single jump (one jump, one turn) continuously for an extended period (15-30 seconds) appropriate to the skill level of the student. • Legs apart, legs together on alternating jumps. As the students display skill and confidence, the following skills may be introduced: • Jump on two, hop on one in alternating fashion. • Jump side to side, jump front to back. • Use a variety of locomotor combinations while jumping.

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HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 3

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Demonstrate inverted movements on the mats and/or other equipment.	**MEASURE 10.1.1:** The student will perform a variety of inverted balance stunts using two or more body parts while on the mats and/or other equipment.
OBJECTIVE 10.2: Create a variety of forward and backward rolling movements/ sequences.	**MEASURE 10.2.1:** The student will perform a forward roll or other rolling patterns. **For example:** From a standing position, the student will be directed to do a forward roll. Can you do a forward roll to your feet? As you squat down, tuck your body like a ball and place your hands on the mat. Push off with your feet as you take the weight on your hands. Roll forward the way a ball rolls across the floor. Remember, keep your body in a tuck until your feet touch the mat, then stand up. As the students demonstrate the ability to do a roll with control, ask them to try to do two rolls in a row. Ask them to stand and fully stop between each roll. **MEASURE 10.2.2:** The student will perform a backward roll or other rolling patterns. **For example:** A key to the backward roll is being able to maintain the tuck position while you roll backwards. Holding the shape like a ball is important. Can you roll into a tuck position on your back and rock like a rocking chair? When students can smoothly move to a rocking chair movement, ask them to place their hands on the mat next to the head. Thumbs should be near the head. Some may want to try rocking over to the knees. When the students are ready, ask them to roll backwards from a standing position to a standing position. An important reminder is to keep the tuck until the feet touch the mat. Then stand up by pushing the hands against the mat and straightening the legs. **Note:** <u>While backward rolling patterns are basic movements, you will have students who are obese and/or do not have the strength or confidence to perform a backward roll. Students should never be "forced" to perform skills that are inappropriate to their skill or confidence level.</u>
OBJECTIVE 10.3: Create a variety of gymnastic routines which focus on inverted skills and rolling movements/ sequences.	**MEASURE 10.3.1:** The student will perform gymnastic routines on the mats and/or other equipment having an opening and closing static balance shape with a focus on inverted skills and rolling patterns.

HEALTHFUL LIVING EDUCATION
GRADES 4-5

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop proactive health promotion behaviors. The following educational descriptors are reflective of the goals and objectives found in the 4-5 Healthful Living Education curriculum:

By the end of grade five:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating healthful snack foods, foods prepared by healthful methods, and foods containing important nutrients. Also, students will be able to healthfully direct their own personal behaviors in regard to use of bicycle helmets, exercising caution as a pedestrian or bike rider, and refusing to be involved in substance abuse.

Students will be able to demonstrate means of managing their own behaviors in regard to impulsiveness, conveying acceptance vs. hostility, dealing with strong feelings, arguing, and adapting to changing relationships and friendships.

Students will be able to state rational counter-arguments to pressure to use drugs, alcohol, or tobacco, explain the dangers of various substances, evaluate the reliability of health information sources, provide first aid for choking victims, describe patterns of normal development associated with puberty, and analyze advertising for health-related products.

Students wil be able to name the benefits of personal fitness, describe and demonstrate activities that enhance health-related fitness, demonstrate a variety of flexibility, strength and endurance exercises, demonstrate the ability to use the appropriate intensity and state the guidelines for developing cardiovascular fitness, understand basic nutrition and fitness concepts, and demonstrate an appropriate level of personal fitness.

Students will demonstrate a wide variety of manipulative skills that reflect a refined mastery of ball handling skills, display the behaviors needed for cooperative and other non-traditional games, practice acceptable social behaviors, and create jump rope routines.

Students will develop and refine abilities to demonstrate a variety of motor skills, develop and refine their ability to demonstrate safe balance and weight transfer skills, perform mixer and couple dances, and create dance and gymnastic routines.

Fourth Grade Outline

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Identifying a personal health goal.
1.3 Using modeling as a strategy to reach a personal health goal.

2. Stress Management

2.1 Associating behaviors with personal and universal standards.
2.2 Controlling impulsiveness.
2.3 Distinguishing between needs and wants.
2.4 Identifying basic human needs as motivators of behaviors.
2.5 Recognizing impossibility of meeting basic needs by taking health risks.

3. Protecting Self/Others

3.1 Knowing types, sources, benefits of bicycle helmets.
3.2 Using a helmet when riding a bicycle.
3.3 Exercising caution when entering or crossing a street or road.
3.4 Avoiding swerving and wrong-way riding on a bicycle.
3.5 Providing first aid for choking victims.
3.6 Analyzing advertising for health-related products.

4. Relationships

4.1 Demonstrating facial expressions, body language, and verbal expressions that convey an acceptance or hostility.
4.2 Explaining value of social support.

5. Nutrition/Weight Management

5.1 Describing the roles of carbohydrates and proteins in healthful eating.
5.2 Selecting healthful snack foods.
5.3 Describing the nutrition outcomes of various food preparation methods.
5.4 Analyzing food labels to determine nutrient content.
5.5 Describing how emotions can impact eating practices.

6. Substance Abuse

6.1 Describing social, emotional, physical, and mental health risks associated with various substances.
6.2 Describing dependence.
6.3 Implementing refusal skills.

Fourth Grade Outline

7. Personal Fitness Skills

7.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.2 Name the benefits derived from participation in a physical fitness program.
7.3 Perform and explain reasons why an individual should pursue activities that can enhance the components of health related fitness.
7.4 Understand the relationship between nutrition and exercise in weight management.

8. Recreational Dance Skills

8.1 Demonstrate movements found in folk dance, line dance, or other rhythmic activities.
8.2 Demonstrate movements found in square dance.
8.3 Create original dances using the elements found in square, folk, line and/or other rhythmic activities.

9. Game and Sport Skills

9.1 Demonstrate ball handling skills.
9.2 Demonstrate accuracy and target skills necessary for participation in a variety of games and sports.
9.3 Develop social behavior skills for participation in games and sports.
9.4 Create jump rope routines.

10. Developmental Gymnastic Skills

10.1 Develop inverted balances on the mats or other available equipment using two or more body parts.
10.2 Demonstrate a momentary inverted position using the hands for support.
10.3 Create gymnastic routines that contain balance, inversion, weight transfer, and landing using mats and/or other equipment.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 4

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Summarize health risks for age group.	**MEASURE 1.1.1:** Identify injuries from vehicle crashes, burns, falls, and bicycle collisions and falls as the most important health risks.
OBJECTIVE 1.2: Select a personal health goal.	**MEASURE 1.2.1:** Students individually assess own health risk behaviors from Measure 1.1.1 above, identify one behavior that could use improvement, and state a health risk reduction goal in behavioral terms.
OBJECTIVE 1.3: Employ modeling as a strategy to reach a personal health goal.	**MEASURE 1.3.1:** Students identify specific behaviors of a person (an imaginary person, an actual person, or a person viewed in a film or video) who exhibits "ideal" behavior in regard to the selected health risk, pattern their own behavior after the model, and record progress toward the goal set in Objective 1.2 above.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 4

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Associate behaviors with personal and universal standards.	**MEASURE 2.1.1:** Given a list of personal and universal standards of behavior, students examine the actual behaviors of a fictional character, and in groups, identify the stresses that are encountered by people when their behavior is at odds with personal and universal standards.
OBJECTIVE 2.2: Propose alternatives to impulsive behavior.	**MEASURE 2.2.1:** After observing a person acting impulsively in a role play or video clip, the students are asked to suggest means by which impulsiveness could have been controlled and discuss advantages of self-control.
OBJECTIVE 2.3: Distinguishing between needs and wants.	**MEASURE 2.3.1:** In groups, the students make up statements beginning with "I need...." Review statements to determine whether they reflect needs or wants. Summarize by identifying characteristics of needs and characteristics of wants.
OBJECTIVE 2.4: Identify the role of basic human needs as motivators of behavior.	**MEASURE 2.4.1:** Each student writes a sequential description of their events/activities of a given, recent day. The description should include detail about times, events, activities, and persons associated with each. In small groups, the students compare their activities to a list of human needs and associate each item in the day's description with one or more needs.
OBJECTIVE 2.5: Recognize the contradiction inherent in taking risks with health in the attempt to meet needs.	**MEASURE 2.5.1:** In groups, prepare a sequential description of a day in the life of a student who takes numerous risks with health. For each risk taken, identify a need that is in jeopardy of being fulfilled.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 4

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Identify the characteristics, sources, and benefits of bicycle helmets.	**MEASURE 3.1.1:** Students describe the characteristics, sources, and benefits of bicycle helmets as a homework assignment to be completed with adult help. Volunteers share their information in class.
OBJECTIVE 3.2: Wear a helmet when riding a bicycle.	**MEASURE 3.2.1:** Orally survey students regarding helmet usage when cycling.
OBJECTIVE 3.3: Exercise caution when entering or crossing a street or road on a bicycle.	**MEASURE 3.3.1:** As a writing assignment, describe a detailed behavior sequence to be followed when entering or crossing a street or road on a bicycle.
OBJECTIVE 3.4: Avoid swerving and wrong-way riding on a bicycle.	**MEASURE 3.4.1:** Students keep a log and record all observed instances of swerving and wrong-way bicycle riding for one week.
OBJECTIVE 3.5: Demonstrate first aid for a choking victim and recognize and give the universal choking sign.	**MEASURE 3.5.1:** Describe the signs that a person is choking and demonstrate the appropriate response on a mannequin.
OBJECTIVE 3.6: Analyze advertising for health-related products.	**MEASURE 3.6.1:** Given a series of advertisements for health-related products, determine the human needs that the advertisements claim will be met by the products. Rank each product as to its likelihood of fulfilling a need: 1 is very likely, 10 is not at all likely.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 4

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Demonstrate facial expressions, body language, and verbal expressions that convey either acceptance of or hostility toward another.	**MEASURE 4.1.1:** Role play an encounter between two people who express either acceptance or hostility. Observers critique the role play and demonstrate alternatives.
OBJECTIVE 4.2: Explain the value of social support.	**MEASURE 4.2.1:** Each student lists sources of social support for various aspects of own life and explains the observable benefits of each.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 4

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Describe the roles of carbohydrates and proteins in healthful eating.	**MEASURE 5.1.1:** Produce a video-taped commercial illustrating the benefits of carbohydrates and proteins.
OBJECTIVE 5.2: Choose healthful snack foods.	**MEASURE 5.2.1:** Keep a log of all foods eaten outside of meals for one week, then group the snacks as: very healthful, somewhat healthful, and not healthful. Identify the criteria used for placement in a category.
OBJECTIVE 5.3: Describe the nutrition outcome of various food preparation methods.	**MEASURE 5.3.1:** Choose three foods, e.g., chicken, potatoes, and cereal grain, and compare the nutritional outcomes of several food preparation methods.
OBJECTIVE 5.4: Analyze food labels to determine nutrient content.	**MEASURE 5.4.1:** Given labels from a variety of food products, identify the types of information provided on each label and rate the nutritional strengths and weaknesses of the corresponding foods.
OBJECTIVE 5.5: Describe how emotions can impact eating practices.	**MEASURE 5.5.1:** Given open-ended statements such as "When I am angry my appetite...," or "When I am bored I tend to eat...," students complete the sentences and rate their responses in regard to healthfulness of the eating practices identified.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 4

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Describe social, emotional, physical, and mental health risks associated with various types of substances, including alcohol and tobacco.	**MEASURE 6.1.1:** Given a list of substances, prepare a chart outlining risks for each.
OBJECTIVE 6.2: Characterize the physical and behavioral aspects of dependence.	**MEASURE 6.2.1:** Using appropriate reference materials, describe the characteristic behaviors of dependent persons and the physical signs of dependence.
OBJECTIVE 6.3: Dramatize refusal skills.	**MEASURE 6.3.1:** In response to statements from the teacher that pressure one to participate in substance abuse, students supply quick, forceful answers.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 4

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will complete a health-related fitness assessment and score at an acceptable level on all items. **AND/OR:** Plan and complete a Student Fitness Contract where the student sets his or her own goals with the teacher, has opportunities to have periodic self-testing on the goals, and has an incentive plan for reaching the predetermined goals. For more information about health-related fitness programs please contact: American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476- 3481.
OBJECTIVE 7.2: Name the benefits derived from participation in a physical fitness program.	**MEASURE 7.2.1:** The student will be able to list the benefits of exercise in their personal lives. **For example:** The teacher will use a variety of "mini-lessons" and make use of the natural opportunities to reinforce the benefits of fitness during class lessons. The students will be able to discuss and list the benefits of exercises as applied to their personal lives. The benefits may include statements such as: • Tones and strengthens your muscles • Gives you more energy throughout the day • Helps to cope with stress • Improves your cardiovascular system • Helps you to "lose" fat • Helps to maintain appropriate cholesterol levels • Helps you to feel relaxed and less tense • Counters anxiety and depression • Controls your appetite • Improves your ability to fall asleep • A fun way to share an activity with friends • Helps you to stay in "shape"

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 4

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.3: Perform and explain reasons why an individual should pursue activities that can enhance the components of health related fitness.	**MEASURE 7.3.1:** The student will demonstrate the ability to perform at least two physical activities that enhance flexibility, cardiovascular fitness, muscle strength, muscle endurance, and body composition and explain why these activities enhance physical fitness. **For example:** The teacher will make use of the natural opportunities to reinforce the benefits of specific exercise and activities as they relate to the components of health related fitness. There will be an intentional tie-in between these activities so that the student is able to understand why and how the activities enhance physical fitness and the health related fitness testing program.
OBJECTIVE 7.4: Understand the relationship between nutrition and exercise in weight management.	**MEASURE 7.4.1:** The student will be able to explain that aerobic exercise helps to convert body fat into blood nutrients and is used up by the working muscles. In addition, the student will be able to state that both exercise and a variety of low-fat foods will help to maintain an appropriate body weight/composition.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 4

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Demonstrate movements found in folk dances, line dances, or other rhythmic activities.	**MEASURE 8.1.1:** The student will perform a variety of appropriate line dances to contemporary music, Tinikling, rhythmic activities, and other dances such as: a simplified version of Bele Kawe (Caribbean Island of Carracou: Creole-African), Amos Moses (USA), Cumberland Square (England), and La Raspa (Mexico). **For example:** Throughout the school year, the students will perform a variety of folk dances, line dances, or other rhythmic activities. When teaching dances, the following teaching format may be useful: • Teach without the Music: As individuals or with a partner in scattered formation, teach the movements from the dance without music - heel step, pointing step, grapevine left and right, straight leg kicks, right hand around, left hand around, do-si-do, etc. Work on cadence or a beat. Work towards form and style. Don't let the students rush the skills without being in cadence or out of step. • Have the students get into proper formation - individual, single or double circles, partners, contra lines, or groups of three. • With the specific steps already learned, teach the dance in parts without the music - walk and cue the students through Part A, Part B, Parts A and B, etc. Work up to the regular tempo of the dance. • Perform the dance with the music. Use single word cues to help the students anticipate the next set of movements. • The use of appropriate line dances, dances without partners, Tinikling, and other "non-contact" dances may be used as "lead-in" activities to partner dance experiences.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 4

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: **(Continued from previous page)** Demonstrate movements found in folk dances, line dances, or other rhythmic activities.	**Other:** The teacher will select a variety of folk dances appropriate to the level of the students. Please include international folk dances that represent a culturally diverse selection. The suggested dances represent ones that students at this grade level are typically able to perform. Feel free to modify the dances to ensure successful participation, add other dances, or make appropriate selections of your own.
OBJECTIVE 8.2: Demonstrate movements found in square dance.	**MEASURE 8.2.1:** The student will perform square dance steps in time with music using skills such as: do-si-do, forward and back, swing, promenade. **For example:** As a class, the students will learn to perform square dance calls (trims) such as the following in time with music: • circle right, circle left • forward and back • swing partner and swing corner • allemande left • promenade your partner, promenade your corner • grand right and left Teach one trim at a time without music. First tell the students the sequence. Then allow them to listen to what calls come next. The secret to good square dancing is listening and anticipating the calls.
OBJECTIVE 8.3: Create original dances using the elements found in square, folk, line and/or other rhythmic activities.	**MEASURE 8.3.1:** The student will create a dance using the traditional trims, movements, and patterns found in recreational dance. **For example:** Using partners or in small groups, the students will design and demonstrate their own line, square, or folk dance using popular music. The students could be encouraged to create a "school folk dance" that would develop school unity and pride.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 4

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate ball handling skills.	**MEASURE 9.1.1:** The student will perform a variety of ball handling skills (Examples: catching, throwing, striking with feet, striking with racquets, volleying, etc.) and demonstrate the proper mechanics of each skill as to ensure successful participation in appropriate drills and lead-up games.
OBJECTIVE 9.2: Demonstrate accuracy and target skills necessary for participation in games.	**MEASURE 9.2.1:** The student will demonstrate the basic skills needed to successfully participate in activities such as: horse shoes, bowling, or shuffleboard.
OBJECTIVE 9.3: Develop social behavior skills for participation in games and sports.	**MEASURE 9.3.1:** The student will demonstrate respect for authority (adults and peers) in a game situation. **For example:** Before an activity begins, tell the students that it is important to show respect to both peers and adults in a game situation. When situations occur where students can help each other, focus on this aspect during the lesson and provide positive feedback to the students who engage in these positive behaviors. The following learning game format can be used in a variety of game situations throughout the year: • **Roleplay for Fairplay:** A purpose of this activity is to teach the children to appreciate and respect authority in a game situation. To help the children to understand the role of an official in a game situation, different children assume the role of a referee. "Today we are going to play a soccer game. I will pick three people to act as referees. Their job will be to call the violations and infractions. Their decisions will be final. I will expect you to do as they say without arguing or disagreeing with the call they make. At some time during the game, I will stop the game to discuss your reactions to the student officials." Once the game begins, the teacher decides how long to play the game based on the reaction of the children to the student officials. The game becomes a catalyst for discussing the role of an official in a game. Repeat this format at appropriate times during the school year in situations where peers can act as referees.
OBJECTIVE 9.4: Create jump rope routines.	**MEASURE 9.4.1:** The student will perform a variety of skills to create an individual, partner, or small group routine. **For example:** The students will create routines using previously learned skills. As the students display skill and confidence, other skills can be introduced: can-can step, crisscross, double under, egg beater and Double Dutch.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 4

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Develop inverted balances on the mats or other available equipment using two or more body parts.	**MEASURE 10.1.1:** The students will perform a tripod, tip-up or other balances appropriate to the skill level of the student and hold for at least five seconds.
OBJECTIVE 10.2: Demonstrate a momentary inverted position using the hands for support.	**MEASURE 10.2.1:** The student will perform a variety of inverted positions at their own skill level. **For example:** Direct your students to perform challenges such as: • "Can you transfer weight from your feet to your hands, and back to your feet? Just place your hands on the mat, move your feet into the air (not high) and when they touch the mat again, stand up. Try this as many times as you can. How far from your hands can you make your feet land and still be able to stand up? Keep your arms straight and strong. As long as they are straight and strong, you can take your feet as high as you want to." • With a line or rope, have the students stand on one side, place their hands on the other side, and move their feet into the air and bring them across the line on the side that their hands are. As the students get their feet higher in the air and apart, ask them to move sideways as they try the skill. • When the students demonstrate that they are getting their feet into the air and are alternating the weight from feet to hands to feet, use a rolled-up mat in place of the line or rope. If you have students who can do a cartwheel, have them demonstrate to the class. • A cartwheel is basically performed by stepping with a lead foot (either foot can lead) first. The first hand to touch the mat is the same hand as the lead foot. Then, the other hand is placed on the mat. The lead leg pushes the body over the hands to the mat. Some students will want to lead with one foot and place the opposite hand to the mat. Have them experiment with different ways. For other students, the whole skill comes naturally.
OBJECTIVE 10.3: Create gymnastic routines that contain balance, inversion, weight transfer, and landing using mats and/or other equipment.	**MEASURE 10.3.1:** Working in small groups, the students will design a short gymnastic routine using a variety of skills that contain weight transfer, balance, landing, and inverted movements. Each routine will consist of a beginning, middle, and end.

Fifth Grade Outline

1. Preparatory

1.1 Summarizing health risks for age group.
1.2 Assuming responsibility for own health.
1.3 Appraising own health status.
1.4 Describing concept of wellness.
1.5 Listing personal benefits of a healthful lifestyle.

2. Stress Management

2.1 Analyzing the impact of emotions on health-related behaviors.
2.1 Managing strong feelings.
2.3 Describing patterns of normal physical, social, and emotional development at puberty.
2.4 Finding means of dealing with boredom.

3. Protecting Self/Others

3.1 Practicing first aid for common conditions.
3.2 Identifying health risks of environmental choices.
3.3 Planning behaviors related to environment.
3.4 Evaluating reliability of health information sources.
3.5 Explaining smoke detector value and maintenance.

4. Relationships

4.1 Recognizing stereotyping and discrimination.
4.2 Listing rules for productive arguing.
4.3 Identifying alternatives to fight or flight as means of resolving interpersonal conflicts.
4.4 Describe means of adapting to changing relationships and friendships.

5. Nutrition/Weight Management

5.1 Stating the health-promoting roles of calcium, phosphorous, fluoride, and vitamin D.
5.2 Selecting foods that contribute to dental health.
5.3 Selecting reliable sources of food and diet information.

6. Substance Abuse

6.1 Explaining motivations for drug use and healthful alternatives.
6.2 Stating short-term effects of tobacco use.
6.3 Stating rational-counter arguments to pressure to use drugs, alcohol, or tobacco.

Fifth Grade Outline

7. Personal Fitness Skills

7.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.2 Demonstrate flexibility through a physical fitness activity.
7.3 Demonstrate the ability to determine an appropriate intensity while participating in cardiovascular activities.
7.4 Demonstrate knowledge of the FIT Guidelines to develop appropriate cardiovascular fitness levels.
7.5 Demonstrate knowledge how physical activity can reduce body fat.

8. Recreational Dance Skills

8.1 Demonstrate various dance steps.
8.2 Demonstrate various popular folk and square dances.
8.3 Demonstrate mixer and couple dances.
8.4 Create a dance combining the elements of speed, intensity, direction, and level.

9. Game and Sport Skills

9.1 Demonstrate throwing, passing, dribbling, catching, and shooting skills.
9.2 Demonstrate forehand and backhand striking skills.
9.3 Demonstrate running and jumping skills.
9.4 Demonstrate skills necessary for participation in non-traditional games and activities.
9.5 Demonstrate the ability to jump rope with a partner or small group.

10. Developmental Gymnastic Skills

10.1 Create a variety of combinations using balance skills and rolling movements.
10.2 Create gymnastic routines using balance, jumping, landing, weight transfer, and rolling movements on the mats and/or other equipment.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 5

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Summarize health risks for own age group.	**MEASURE 1.1.1:** Identify vehicle crashes, burns, falls, bicycle collisions and falls, substance abuse and poor nutrition as important health risks.
OBJECTIVE 1.2: Assume responsibility for own health.	**MEASURE 1.2.1:** Students, in groups, outline the health-related choices made by children and those made for children, for each level from pre-school through fifth grade. Students describe the trend they observe.
OBJECTIVE 1.3: Appraise own health status.	**MEASURE 1.3.1:** Each student will fill out a paper-and pencil survey of health-related behaviors and determine own areas in need of enhancement or improvement.
OBJECTIVE 1.4: Describe the concept of wellness.	**MEASURE 1.4.1:** Use analogies to describe a wellness-oriented vehicle, or a wellness oriented bird or vegetable.
OBJECTIVE 1.5: List the personal benefits of a healthful lifestyle.	**MEASURE 1.5.1:** Students describe the things they most enjoy and the things they look forward to doing in the next year, then they determine how their lives could be different if their health were not good.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 5

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Analyze the impact of emotions on health-related behaviors.	**MEASURE 2.1.1:** Given a list of emotions (such as feeling depressed, feeling angry) and a list of health-related behaviors (such as eating, crossing a street), pair at least three emotions with behaviors and describe how the behavior could be affected.
OBJECTIVE 2.2: Effectively manage strong feelings.	**MEASURE 2.2.1:** Given a list of situations in which potentially strong, negative feelings might occur, students, in groups, describe means of coping with those feelings, e.g., finding someone close to talk to, recognizing that even strong feelings fade with time, understanding that it helps to plan to stay busy rather than dwell on feelings.
OBJECTIVE 2.3: Describe patterns of normal physical, social, and emotional development at puberty.	**MEASURE 2.3.1:** Explain the major changes that occur during puberty.
OBJECTIVE 2.4: Propose means of dealing with boredom in a variety of situations.	**MEASURE 2.4.1:** In groups, identify situations in which boredom is common and describe solutions for each.

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 5

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Practice first aid for common conditions.	**MEASURE 3.1.1:** When presented with simulated injuries, respond appropriately.
OBJECTIVE 3.2: Identify health risks of environmental choices.	**MEASURE 3.2.1:** Select one environmental issue (such as water pollution) and, as a class project, determine the health risks associated with the issue.
OBJECTIVE 3.3: Develop a plan, using self-monitoring and self-reinforcement as strategies, to alter a personal behavior that contributes to an environmental health problem.	**MEASURE 3.3.1:** Students identify a variety of environmental issues that have health significance. Each student selects one issue that is contributed to by personal behaviors, and develops a plan to alter own behavior that contributes to the problem. The plan should include self-monitoring and self-reinforcement as key strategies.
OBJECTIVE 3.4: Evaluate the reliability of health information sources.	**MEASURE 3.4.1:** In groups, select a health issue or problem, then search for a variety of sources of information about the issue. Enlist the support of adults in the search. Compare the information from the different sources, identify discrepancies, and develop criteria for selecting reliable sources of health information.
OBJECTIVE 3.5: Explain the value of a smoke detector in a building or home.	**MEASURE 3.5.1:** Survey adults you know to determine their experience with smoke detectors. Summarize their experiences.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 5

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Recognize stereotyping and discrimination.	**MEASURE 4.1.1:** Keep a log of observed incidents of stereotyping and discrimination over a one week period.
OBJECTIVE 4.2: Propose rules for productive arguing.	**MEASURE 4.2.1:** In groups, identify characteristics of unproductive disputes and suggest rules to keep disputes productive, e.g., listening carefully to the other person, avoiding name calling, keeping to the immediate subject.
OBJECTIVE 4.3: Identify alternatives to flight or fight as means of resolving interpersonal conflicts.	**MEASURE 4.3.1:** Given a situation in which two people have strongly conflicting desires, brainstorm, in groups, all the possible ways that the conflict could be settled without fighting and without fleeing the situation.
OBJECTIVE 4.4: Describe means of adapting to changing relationships and friendships.	**MEASURE 4.4.1:** Describe the feelings that accompany loss of friends, means of coping with those feelings, and strategies for making new friends.

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 5

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Identify the health-promoting roles of calcium, phosphorus, fluoride, and vitamin D.	**MEASURE 5.1.1:** Describe the benefit of each nutrient to one's growth and development.
OBJECTIVE 5.2: Select foods that contribute to dental health.	**MEASURE 5.2.1:** From a list of favorite and frequently consumed foods, identify those that are most valuable for their contribution to dental health.
OBJECTIVE 5.3: Select reliable sources of food and diet information.	**MEASURE 5.3.1:** Given samples of food and diet information, identify those that are most likely to be reliable.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 5

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Propose motivations for substance abuse based on attempts to meet needs and suggest healthful alternatives.	**MEASURE 6.1.1:** Given a list of basic human needs, propose an explanation for substance abuse for as many as possible. Then suggest a healthful alternative method of meeting the need without abusing substances.
OBJECTIVE 6.2: Identify short-term effects of tobacco use.	**MEASURE 6.2.1:** Using a video illustrating physiological effects of tobacco use, summarize the results. Also, describe short-term social and monetary effects.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 5

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will complete a health-related fitness assessment and score at an acceptable level. **AND/OR:** Plan and complete a Student Fitness Contract where the student sets his or her own goals with the teacher, has opportunities to have periodic self-testing on the goals, and has an incentive plan for reaching the predetermined goals. **For more information about the health-related fitness programs please contact: American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476- 3481.**
OBJECTIVE 7.2: Demonstrate flexibility through a physical fitness activity.	**MEASURE 7.2.1:** The student will perform a variety of the following flexibility exercises throughout the school year and identify the exercises used to stretch the specific muscle groups: • abductor and back stretch (outer thigh) • tricep stretch • pectorals stretch
OBJECTIVE 7.3: Demonstrate the ability to determine an appropriate intensity while participating in cardiovascular activities.	**MEASURE 7.3.1:** The student will be able to name his or her personal target heart rate zone as determined by age. **For example:** It is suggested that the teacher review the fitness objectives that were introduced at earlier grades (recovery heart rate and heart rate monitoring) with the students as background information. One way a student can determine his or her target heart rate is by using the following Target Heart Rate method. The student's age is subtracted from a maximum heart rate standard of 220 beats per minute and then the result multiplied by 70% and 85% to determine a target heart rate zone. **For a 10-year-old this would be:** 220 (maximum heart rate) - 10 (student's age) = 210 beats/min. 70% of 220 = 147 beats/minute 85% of 220 = 178 beats/minute A 10-year-old student would need to exercise so that his or her heart rate was between 147-178 beats/minute to obtain the cardiovascular benefits of exercise. **Note:** Adjustments will be needed due to individual differences in the way an individual's body functions, a student's current level of conditioning, and other factors. If a student show signs of undue stress, labored breathing, feels the activity is "too hard" or a has a prolonged recovery period, his or her target heart rate zone would typically need to be adjusted at least 10-15

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 5

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.3 **(Continued from previous page)** Demonstrate the ability to determine an appropriate intensity while participating in cardiovascular activities.	beats lower. The following data is for students aged 10-12:

Age	Maximum Heart Rate	Heart Rate Zone
10	210 beats/minute	147 to 178 beats/minute
11	209 beats/minute	146 to 177 beats/minute
12	208 beats/minute	145 to 176 beats/minute

Using a 6-second heart rate check, the students will need to fall within the following range during aerobic fitness activities:

Age	Heart Rate Zone	6-Second Check
10	147 to 178 beats/minute	~14 to 17 beats/minute
11	146 to 177 beats/minute	~14 to 17 beats/minute
12	145 to 176 beats/minute	~14 to 17 beats/minute

It is suggested that the teacher use numerous opportunities throughout the school year to allow and encourage the students to routinely check their target heart rate zone while they participate in cardiovascular exercises.

OBJECTIVE 7.4: Demonstrate knowledge of the FIT Guidelines to develop appropriate cardiovascular fitness levels.

MEASURE 7.4.1: The student will be able to name the suggested frequency, intensity, and time needed to maintain cardiovascular fitness. **For example:** The teacher will periodically review the suggested FIT Guidelines for cardiovascular fitness with the students and encourage the students to pursue the FIT Guidelines throughout the year. **Frequency**: At least 3/week; **Intensity:** Within Target Heart Rate Zone; **Time:** ~ 20 or more minutes.

OBJECTIVE 7.5: Demonstrate knowledge how physical activity can reduce body fat.

MEASURE 7.5.1: The student will state the relationship between excess calories and body fat. **For example:** The teacher will lead the students in a variety of activities (walking at different paces - 3 miles/hour, 3.5 miles/hour, jogging, aerobics), determine the caloric expenditure of the activities, and how this relates to how one can "burn-off" 3,500 calories to lose a pound of fat.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 5

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Demonstrate various dance steps.	**MEASURE 8.1.1:** The student will perform dances such as: Two-step, Polka, Waltz, Schottische. **For example:** The students will perform dance steps such as: • Two-step: Step together, step, hold • Polka: Hop, step, close, step • Waltz: Step, close, step; long, short, short (steps); down, up, up • Schottische: Step. step, step, hop Teach a given dance to the students by presenting the basic step without music. While one may start slow, work up to the speed of the dance as soon as possible. As the students master the basic steps, put them to music. Teach variations of the steps. Go forward, backward, sideways, turn. Do this without music first. Add the concept of dancing with a partner - boys lead, girls follow. Teach dance positions - face to face, side by side. Boys and girls may dance with inside hands joined, skater's position, Varsouvienne position, ballroom position. Start with basic steps again without and with music. Vary the steps and partner relationships by having the students move forward, backward, part, meet, and turn around. **Note:** Use traditional and contemporary music to teach these dance steps. Your students will be more motivated to learn the dance steps using a variety of contemporary music selections.
OBJECTIVE 8.2: Demonstrate various popular folk and square dances.	**MEASURE 8.2.1:** The student will perform American Folk and Square Dances such as: Teton Mountain Stomp, Tennessee Wig Walk, Big Mountain Square Dance, Ten Pretty Girls.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 5

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.3: Demonstrate mixer and couple dances.	**MEASURE 8.3.1:** The student will perform mixers and couple dances such as: Irish Mixer, Bingo, Glow Worm, Heel and Toe, and Cotton Eyed Joe, Put Your Little Foot. **Other:** The teacher will select a variety of folk dances appropriate to the level of the students. Please include international folk dances that represent a culturally diverse selection. The above dances represent dances that students at this grade level are typically able to perform. Feel free to modify the dances or add other selections of your own.
OBJECTIVE 8.4: Create a dance combining the elements of speed, intensity, direction, and level.	**MEASURE 8.4.1:** The student will demonstrate the ability to design a dance incorporating a variety of changes in direction (forward, backward, sideward), level (high, medium, low), speed (fast, slow), and intensity (heavy, light), both individually and in small groups. **For example:** With no imposed rhythm, have students demonstrate a fast movement--over in a flash. Contrast that with a slow sustained movement. Have the students experiment with different body parts, making fast (quick) movements and slow movements while remaining on their spot. Then make fast and slow movements that take them somewhere in general space. Alternate fast and slow movements. Combine 4 fast movements with 4 slow movements to design a sequence which can be repeated.Explore intensity, direction, and level separately as above. Work on the qualities of each word. Exaggerate movements. Combine two elements together. Have the students move fast and heavy, slow and light, forward at a low level, sideways at a medium level. Put together a sequence of four movements contrasting elements. Be sure to have a beginning and an ending pose. Do the above activities while using percussion instruments.Drums, cymbals, bells, and/or triangles. This will help the students to cue on impulses to move fast, slow, heavy, light, etc. Put together simple sequences: heavy-fast, heavy-fast, heavy-fast, heavy-fast; slow-light, slow-light. Begin and end your sequence at different levels. Work with partners or in small groups. Start a beginning pose and move slowly and heavily for 8 counts as you move together or apart. Move quick and light for 4 counts as you do the opposite. Show changes in direction and level as well.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 5

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate throwing, passing, dribbling, catching, and shooting skills.	**MEASURE 9.1.1:** The student will perform the basketball skills of passing, catching, dribbling, and shooting. Combine two or more basketball skills in a practice situation. **For example:** The teacher will give the student numerous opportunities throughout the school year to develop the skills of passing, catching, dribbling, and shooting. **Individual Dribbling Tasks:** One ball that bounces easily is needed for each child. • "Dribble the ball standing in your own space. Remember to bend your knees and to contact the ball with your finger and thumb tips on the top of the ball slightly toward the back. See if you can keep the ball bouncing without losing control." (Teacher or skilled child demonstrates as the instructions are given.) • "When you are able to keep the ball going without missing and without leaving your self space, use the other hand to dribble the ball." When you observe that the children are able to dribble the ball and remain in their own space, the next task is appropriate. • Dribble with one hand and walk around the area. Remember to look up frequently so you don't bump into anyone. As the children improve, they can begin to increase their speed of travel. They can also be challenged to stop and start on signal and to switch hands when they hear the signal. **Partner Dribbling Tasks:** One ball that bounces easily is needed for every two children. A large outdoor blacktop area works best for this task. • "Find a partner. You will need one ball. One player will be the dribbler, the other the chaser. The dribbler tries to keep the ball away from the chaser without losing control. Dribblers will want to try to keep their back turned towards the chaser. The chaser will try to move around and take the ball away from the dribbler. One important rule, don't touch your partner."

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 5

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: **(Continued from previous page)** Demonstrate throwing, passing, dribbling, catching, and shooting skills.	Chasers need to be sensitive to their partners - If they are less skilled, don't take the ball away; just let them get used to having someone nearby as they dribble. (Select two children to demonstrate the task.) **Lay-Up:** One ball is needed for every basketball backboard or target that can be used to simulate a basketball backboard. For children this age the basket should be no higher than 8 feet. "Today, we are going to practice the lay-up in basketball. It's the shot you take when you are very close to the basket. It begins with a dribble to the basket. Take off on one foot with the ball held in both hands. When you get ready to shoot, shift the ball to your shooting hand, extend your arm, and flex the wrist. Gently lay the basketball against the backboard so that it bounces into the basket." (If some of the children are just practicing against a wall with a target, they can be instructed to practice laying the ball against the target.) When you release the ball, your body should be fully stretched. (The teacher or a skilled child demonstrates the lay-up as the explanation is given.) Practice dribbling and laying the ball into the basket. How many shots in a row can you make? When you can make five in a row, see if you can approach the basket from the other side and make five more in a row. Remember to lay the ball gently against the backboard. **One-Hand Set Shot:** To teach the one-hand set shot, you will want to have at least one ball for every two children although they do not need to be basketballs. Volleyballs, playground balls, and soccer balls are adequate. Ideally, you will want to have a basket for every five children. The one-hand set shot is used in basketball when a player is unguarded. The shooting hand is behind and under the ball and the supporting hand on the side of the ball.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 5

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: **(Continued from previous page)** Demonstrate throwing, passing, dribbling, catching, and shooting skills.	"The ball is held just below eye level and the feet are spread shoulder-width apart. The ball is brought upward as the knees straighten and the weight is shifted forward. The ball is flipped toward the basket by flexing the wrist. The direction is controlled with the fingertips following through to the basket." (The teacher or a skilled child demonstrates as the description is being given.) "Start as close to the basket as you like. When you make a shot, take one step backwards. When you miss, take one step forward until you are at the starting point. Remember to flip your wrist as you shoot and to follow through." The teacher moves from group to group assisting children with the basic mechanics of the one-hand set shot.
OBJECTIVE 9.2 Demonstrate forehand and backhand striking skills.	**MEASURE 9.2.1:** The student will perform forehand and backhand striking skills using a variety of available racquets and other striking implements in drill and game situations.
OBJECTIVE 9.3 Demonstrate running and jumping skills.	**MEASURE 9.3.1:** The student will perform the track skills of 50 and 100 yard/meter dash as well as demonstrating proper technique in the running long jump. **For example:** For this activity you will need to mark a line along a relatively wide area so the children can practice starting the dashes. • **Introduction:** Today, we are going to practice running sprints--these are short races in which you will run as fast as you can for the entire race. To begin with, I will give you some tips for starting quickly. Start crouched low to the ground with one foot ahead of the other. When the start signal is heard, push off the back foot and thrust the opposite arm forward and upward. Try not to stand up, but take several steps gradually becoming taller with each step until you are into your regular running stride. When you are waiting for the signal, think of "exploding into action" as soon as the signal is heard. (The teacher or a skilled child can demonstrate the start.)

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 5

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3 **(Continued from previous page)** Demonstrate running and jumping skills.	• **Practice:** Find a partner. One of you will practice starts and the other will observe your start to give you tips. Practice three starts, and then switch with your partner. You are only going to run about 10 yards. Observers, remember to watch to see that they don't stand up too soon, and that they thrust their arm forward as soon as they hear the start signal. Continue practicing until you observe that the children have understood the basic idea of remaining low at the start of a sprint race. You may want to time them for 10 or 20 yards. If you do time them it is recommended that the times be shared privately rather than called aloud to avoid embarrassing the slower children. Ideally, each pair would have a watch so they could practice on their own. With the number of children who have digital watches today, this is not as unrealistic as it might seem. • **Sprinting:** For this activity, you will need to mark off an area that is 50 and/or 100 yards long. The emphasis is placed on individual improvement rather than class competition. Now we're going to practice running the 50-100 yard dash. Remember to use the correct start. As you run, try to remember to: Keep your hands in a relaxed "cup" position, not a tight fist; move your arms directly forward and backward, not across your chest or body; point your feet ahead. • In groups of two, practice sprinting. One will observe to help you with the three points above; then, you can switch. For now, only run about 20 yards. When you have practiced this several times and your partner says you are ready, go ahead and try the 50 or 100 yards dash. Have your partner time you. Remember, this is not a race against anyone else, merely to see how fast you can run the distance. Switch off with your partner. When you feel rested, run it again to see if you can lower your time. **Running Long Jump:** For the running long jump, you will need a sand pit or several mats with surfaces that are not very slick. The approach and take off can be practiced by just spray painting a number of lines on a grassy field.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 5

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3 **(Continued from previous page)** Demonstrate running and jumping skills.	• **Introduction:** Now we're going to practice the running long jump. The object is to jump as far as you can. There are three things to remember: a. take off on one foot; b. when you begin your jump, throw your arms into the air to get as high as you can; c. land on your heels and try to lean forward upon landing. Let's start with the approach. You run under control but fast; and try to take off as close as you can to the line but not past it--if you take off past it, your jump doesn't count. • **Practice:** With a partner, move to a line and practice take-offs. Remember to try to get as close as you can to the line without going beyond it. Take turns with your partner who will tell you how close you were to the line when you started your jump. Now go ahead and practice the take-offs remembering to throw your arms into the air as you take off. Don't run as fast as you can now, however, unless you are jumping into the pit (or onto a mat). • **The Long Jump:** If you have a pit or a mat, the complete running long jump can be practiced. To avoid long waits, it is a good idea to have several activities occurring at the same time such as: sprint practices, high jump, long jump, or hurdles.
OBJECTIVE 9.4: Demonstrate skills necessary for participation in non-traditional games and activities.	**MEASURE 9.4.1:** The student will demonstrate the ability to display group problem-solving, being a contributing member, and cooperation skills while involved in activities such as Human Pinball, Yurt Circle, and Knots. **For Example:** The teacher will use a variety of "New Games" to encourage group problem-solving, cooperation, and other positive social skills.
OBJECTIVE 9.5: Demonstrate the ability to jump rope with a partner or small group.	**MEASURE 9.5.1:** The student will demonstrate the ability to create various ways to jump a short and/or long rope simultaneously with a partner or in a small group.

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 5

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Create a variety of combinations using balance skills and rolling movements.	**MEASURE 10.1.1:** The student will be able to create sequences that have a focus on combining skills that contain a balance skill using one or more body parts into a rolling pattern. Working at their own skill level, the students will perform routines incorporating combinations such as: • Front scale into a shoulder roll to stand • A tripod balance followed by a front roll • Front scale into a straddle back roll to stand • Headstand into a straddle front roll • Handstand to a front roll **Note:** While backward rolling patterns are basic movements, you will have students who are obese and/or do not have the strength or confidence to perform a backward roll or other inverted movements. Students should never be "forced" to perform skills that are inappropriate to their skill or confidence level.
OBJECTIVE 10.2: Create gymnastic routines using balance, jumping, landing, weight transfer, and rolling movements on the mats and/or other equipment.	**MEASURE 10.2.1:** The student will be able to create various gymnastic routines that incorporate all of the gymnastic elements (balance, jumping, landing, weight transfer, and rolling movements) into routines on the mats and other available equipment.

NOTES:

HEALTHFUL LIVING EDUCATION
GRADES 6-8

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active health promotion behaviors. The following educational descriptors are reflective of the goals and objectives found in the 6-8 Healthful Living Education curriculum:

By the end of grade eight:

Students will be aware of the important health risks for their age group and be able to appraise their own health status, health behaviors, and potential for health risk. Students will employ a variety of structured thinking processes to solve a variety of health-related problems and make health-related decisions.

Students will be able to enact non-violent conflict resolution strategies, exhibit behaviors productive to group functioning, define rights of individuals in relationships, and communicate feelings and expectations clearly.

Students will be able to protect themselves from health risks arising from fire, substance abuse, sexual intercourse, and water recreational activities. Additionally, students will be able to manage stress, comprehend the role of personal responsibility in minimizing health risks, and develop plans to manage health-related behaviors and habits.

Students will know the principles of exercise and diet that contribute to the development of personal fitness. The student should be very comfortable in all aspects of heart rate monitoring (knows his or her resting heart rate, target heart rate, recovery heart rate), demonstrate FIT Guidelines, and develop sound exercise practices (know safe exercises and contraindicated exercises/practices).

Students will be able to demonstrate the ability to set one's own goals, develop an awareness and respect of cultural diversity through participation in physical activities, and develop abilities to function in group activities.

Students will be able to perform a wide variety of body management skills, create gymnastic routines on the mats and other available equipment, and have the motor skills needed to perform recreational dances (square dance, international folk dance, and social dance).

Students will be able to perform the skills necessary for participation in a variety of team, dual, and individual lifetime activities.

Sixth Grade Outline

1. Preparatory

1.1 Explaining health risks for age group.
1.2 Accurately describing the incidence of high-risk behaviors for age group.
1.3 Appraising own health behaviors.

2. Stress Management

2.1 Developing criteria to assess the significance of a decision/problem.
2.2 Projecting behavioral consequences as a means of anticipating problems.
2.3 Coping with failure.
2.4 Initiating requests for help or assistance.
2.5 Explaining sources of self-concept.
2.6 Demonstrating stress management through breathing patterns, muscular relaxation, directing thoughts.
2.7 Using a structured thinking process to make decisions and solve problems.

3. Protecting Self/Others

3.1 Identifying highest risk behaviors for drowning.
3.2 Explaining principles of water survival.
3.3 Identifying practices that prevent spinal cord injury.

4. Relationships

4.1 Communicating own feelings.
4.2 Demonstrating attention to and interest in expressions of others.
4.3 Enacting non-violent conflict resolution strategies.
4.4 Describing behaviors conducive to and counterproductive to group functioning.
4.5 Defining rights of individuals in relationships.

5. Nutrition/Weight Management

5.1 Analyzing the relationships among diet, exercise, and body weight.
5.2 Selecting foods high in vitamin A, iron, and vitamin C.

6. Substance Abuse

6.1 Evaluating advertising for tobacco and alcohol.
6.2 Describing common antecedents of substance abuse.
6.3 Identifying short- and long-term benefits of resistance to substance abuse.
6.4 Delineating the sequence of substance abuse that can lead to serious health risks.
6.5 Explaining the immediate social and physical consequences of tobacco and other drug abuse.

Sixth Grade Outline

7. Personal Fitness Skills

7.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.2 Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.
7.3 Demonstrate the ability to perform self-paced aerobic activity, keeping in an appropriate target heart rate zone, and monitoring recovery rate after the activity.
7.4 Demonstrate the knowledge of how to prepare the body before and after vigorous exercise.

8. Recreational Dance Skills

8.1 Demonstrate square, folk, and social dance skills.
8.2 Create short movement compositions.

9. Game and Sport Skills

9.1 Demonstrate and refine team sport skills.
9.2 Demonstrate and refine dual sport skills.
9.3 Demonstrate and refine individual sport skills.

10. Developmental Gymnastic Skills

10.1 Perform rolling combinations with gymnastic movements.
10.2 Create routines that focus on rolling combinations with variations of positions.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 6

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Explain health risks for age group.	**MEASURE 1.1.1:** Identify injuries from vehicle crashes, bicycle collisions and falls, aquatic injuries, substance abuse, poor nutrition, and lack of exercise as important health risks.
OBJECTIVE 1.2: Accurately describe incidence of risky health behaviors for age group.	**MEASURE 1.2.1:** In groups, estimate the proportions of own age group who engage in various risky behaviors, then use reference materials to determine actual numbers.
OBJECTIVE 1.3: Appraise own health behaviors.	**MEASURE 1.3.1:** Fill out a paper-and-pencil survey of health-related behaviors and determine own need for behavior changes.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 6

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Develop criteria to assess the significance of a decision/ problem.	**MEASURE 2.1.1:** In groups, students identify means by which they determine how important a problem or decision is, such as: bothers conscience, makes one nervous or tense, has an effect on the rest of life, would not be approved of by parents.
OBJECTIVE 2.2: Project consequences of behaviors as a means of anticipating problems.	**MEASURE 2.2.1:** Given a behavior that is a health risk, make a list anticipating the possible outcomes of that behavior.
OBJECTIVE 2.3: Cope with failure.	**MEASURE 2.3.1:** In groups, each person describes one personal failure (to do, achieve, or accomplish something one wanted). The group then identifies general means of responding to the failures (positive and negative) and evaluates each.
OBJECTIVE 2.4: Initiate requests for help or assistance.	**MEASURE 2.4.1:** Students, in groups, determine how one can know that one needs help with a problem. Each group suggests means to begin obtaining help for various problems..
OBJECTIVE 2.5: Explain sources of self-concept.	**MEASURE 2.5.1:** Each student writes descriptions of self as she or he might be seen through the eyes of teachers, parents. friends, classmates, the role models promoted by the media, and any others that seem significant. The student then speculates on the degree of influence each has on own perceptions of self.
OBJECTIVE 2.6; Demonstrate stress management through intentional breathing patterns, muscular relaxation, and re-directing thoughts.	**MEASURE 2.6.1:** Students, at various time intervals during the year, take turns leading small groups in the class through stress management techniques.
OBJECTIVE 2.7: Demonstrate the use of structured thinking processes to make decisions and solve problems.	**MEASURE 2.7.1:** Students write descriptions of decision making processes involving health-related issues through the use of such mechanisms as decision trees, analysis of costs and benefits, and lists of advantages and disadvantages.

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 6

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Identify behaviors that pose the highest risk for drowning.	**MEASURE 3.1.1:** Write a fictional account, in very specific detail, about a person who engages in all of the highest risk behaviors for drowning.
OBJECTIVE 3.2: Explain principles of water survival.	**MEASURE 3.2.1:** Given examples of water emergencies, describe appropriate actions.
OBJECTIVE 3.3: Identify practices that prevent spinal cord injury.	**MEASURE 3.3.1:** Given a list of health risk behaviors, select those that are most closely associated with spinal cord injuries.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 6

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Freely communicate own feelings.	**MEASURE 4.1.1:** In groups, each student identifies a topic she or he has strong feelings about and takes three minutes of uninterrupted time to describe how she or he feels.
OBJECTIVE 4.2: Demonstrate methods of noticeably paying attention to and expressing interest in expressions of others.	**MEASURE 4.2.1:** Role play persons who show interest and attention and those who don't.
OBJECTIVE 4.3: Enact non-violent conflict resolution strategies.	**MEASURE 4.3.1:** After identification of potentially violent conflict situations by the class, pairs of students role play a variety of non-violent means of resolving the conflict.
OBJECTIVE 4.4: Describe behaviors conducive to and counterproductive to group functioning.	**MEASURE 4.4.1:** While observing a small group in a "fish-bowl" attempting to reach a group decision, observers record examples of productive and counterproductive behaviors.
OBJECTIVE 4.5: Explain rights of individuals in relationships.	**MEASURE 4.5.1:** Beginning with a general list of "human rights," determine if any do not apply in close relationships and explain why. For those that are seen as applicable, state an example of how the right is sometimes denied in an actual relationship.

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 6

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Analyze the relationships among diet, exercise, body weight, and body composition.	**MEASURE 5.1.1:** Given profiles of the eating and exercise behaviors of individuals, predict how their body weight and body composition may change over time.
OBJECTIVE 5.2: Select menus containing foods high in vitamin A, iron, and vitamin C.	**MEASURE 5.2.1:** Given the menus from the school cafeteria for one week, identify those foods which are high in vitamin A, iron, and vitamin C.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 6

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Evaluate advertising for tobacco and alcohol.	**MEASURE 6.1.1:** Collect a series of advertisements illustrating the advertisers' implied promise that use of alcohol or tobacco will help people fulfill their social needs and result in good relationships with others and estimate the likelihood that the "promise" will be fulfilled.
OBJECTIVE 6.2: Describe common antecedents of substance abuse.	**MEASURE 6.2.1:** Write a brief biography of a fictional person your age who may be at high risk for substance abuse and make recommendations for that person.
OBJECTIVE 6.3: Identify short- and long-term benefits of resistance to substance abuse.	**MEASURE 6.3.1:** Write a future autobiography of yourself describing all that you succeed at because you do not abuse substances.
OBJECTIVE 6.4: Delineate the sequence of substance abuse that can lead to serious health risks.	**MEASURE 6.4.1:** List, in sequential order, the typical steps in substance abuse that lead from initial experience to serious, long-term problems.
OBJECTIVE 6.5: Explain the immediate social and physical consequences of tobacco and other drug abuse.	**MEASURE 6.5.1:** Describe at least five ways that smoking or alcohol use could have immediate negative consequences, e.g., loss of friends, drop in grades, and explain the reasons why.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 6

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will complete a health-related fitness assessment and score at an acceptable level. **AND/OR:** Plan and complete a Student Fitness Contract where the student sets his or her own goals with the teacher, has opportunities to have periodic self-testing on the goals, and has an incentive plan for reaching the predetermined goals. For more information about health-related fitness programs please contact: American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476- 3481.
OBJECTIVE 7.2: Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.	**MEASURE 7.2.1:** The student will identify and demonstrate a variety of "safe" exercises and identify commonly practiced contraindicated exercises.
OBJECTIVE 7.3: Demonstrate the ability to perform self-paced aerobic activity, keeping in an appropriate target heart rate zone, and monitoring recovery rate after the activity.	**MEASURE 7.3.1:** The student will demonstrate the ability to perform a variety of activities such as power walking, jogging, stationary biking, or rope jumping using acceptable target heart rate and recovery rate monitoring procedures. **For example:** The teacher will review the Personal Fitness objectives from earlier grades as it pertains to this objective. These skills include: heart rate monitoring, recovery heart rate, ways to determine a target heart rate zone, adjusting an individual's heart rate zone for individual differences, and FIT Guidelines. Throughout the year, the students will be given opportunities to practice the skills during different activities.
OBJECTIVE 7.4: Demonstrate the knowledge of how to prepare the body before and after vigorous exercise.	**MEASURE 7.4.1:** The student will explain and perform a variety of warm-up activities that warm the core temperature of the body and ways to get the muscles, tendons and ligaments "ready" for vigorous exercise. Included is the student's ability to explain and perform safe and proper cool-downs after vigorous activity.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 6

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Demonstrate square, folk, and social dance skills.	**MEASURE 8.1.1:** The student will perform folk dances such as: Tinikling (Philippines), Bleking (Sweden), Alunelul (Romania), Bossa Nova (USA), Joe Clark Mixer (USA), Sham Harch Golan (Israel), Gustaf's Skoal (Sweden), Hora (Israel). **Other:** The teacher will select a variety of folk dances appropriate to the level of the students. Please include international folk dances that represent a culturally diverse selection. The above dances represent dances that students at this grade level are typically able to perform. Feel free to modify the dances to ensure successful participation, add other dances, or make appropriate selections of your own. **MEASURE 8.1.2:** The student will perform square dances such as: Red River Valley, Texas Star, Birdie in the Cage, Buffalo Gals, Big Circle and Small Circle Mountain Dances. **MEASURE 8.1.3:** The student will demonstrate acceptable dance etiquette: the proper ways to ask for a dance, how to decline, and the proper way to hold a partner's hand.
OBJECTIVE 8.4: Create short movement compositions.	**MEASURE 8.4.1:** The student will perform a movement sequence (with partners or in a small group) which evolves from experiences such as pantomime, mirror imagery, movement in cannon, and/or other movement experiences. **For example:** Students, while working with a partner or in a small group, will plan and execute a movement sequence which evolves from experiences such as: pantomime, mirror imagery, or a creative movement to a selected piece of music. Awareness of body shape, time, level, direction, force, relationships, and the like should be kept in mind. Students should select and order quality movements which they like and put them into a sequence. Students may wish to develop a specific set of physical actions to a piece of selected music. This may include movements and/or movement patterns with themes such as: invent a new sport dance - actions from players to referees, compare and contrast ascending/descending, loud/soft, high/low, fast/slow actions to music, invent a new hand jive pattern and related "body" jive movements. In addition to student selected music, the following records may be used: "Percussion with Voices, Spaces, A Sound Story, Rhythms, Self Expression." (Harcourt, Brace, Javanovich) "Move Like a Machine" in Perceptual-Motor Games (Educational Activities).

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 6

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate and refine team sport skills.	**MEASURE 9.1.1:** The student will perform the soccer skills of kicking, dribbling, passing, trapping, and shooting. Combine two or more soccer skills in a practice situation. **For example:** Review soccer skills taught in previous grades. Take enough time to ensure that your students have the skills to perform different kinds of kicks and traps. **Dribbling Skills:** To practice dribbling, each will need a ball that can be kicked. Let me give you some tips on dribbling a soccer ball. Really, dribbling a soccer ball is nothing more than giving the ball a series of short pushes. The ball is nudged using the inside of one foot, then the other, trying to keep the ball within 5 or 6 feet of your body. (Demonstrate or ask a skilled child to demonstrate soccer dribbling.) • Find a ball and begin walking and dribbling the ball at the same time. Remember to alternate feet as you dribble the ball using the inside of the foot. When you can walk and dribble, gradually pick up your speed. • Continue dribbling. When you hear the signal, quickly change directions and continue dribbling. • Find a partner. You need one ball. One person dribbles, the other tries to take the ball away. Remember not to touch the other person. **Mini-Games:** During these mini-games, the role of the teacher is to work with children individually to improve their skills at dribbling, passing, and kicking the ball. For these games, you will need two cones or milk jugs for every three students. • You need three people for this game. The object of the game is to kick the ball between the goals formed by the cones. You decide how far apart to put your goals. Two people are on offense, one on defense. Remember, you can't touch the ball with your hands (the defender is not a goalie). Rotate from offense to defense every few minutes. • For this game, you will need four people. Make up a game that includes kicking, dribbling, and passing. No one is allowed to play goalie.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 6

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: **(Continued from previous page)** Demonstrate and refine team sports skills.	• The next game is really a mini-soccer game played with three on a side in a reduced field. To emphasize the appropriate use of skills, no goalies are used. The game starts at the middle of your field, one team with the ball. The object is to kick the ball through the opponents goal. No one is allowed to have a goalie. Remember not to use your hands and to pass the ball to your teammates.
OBJECTIVE 9.2: Demonstrate and refine dual sport skills.	**MEASURE 9.2.1:** The student will perform the badminton (or other appropriate racquet sports) skills of serve, forehand, backhand, and clear strokes. Combine skills in a practice situation. **For example:** For this activity, you will need a badminton racquet and a shuttlecock for each student. (Paddles can be used if badminton racquets are unavailable.) **Background:** In the sport of badminton, the object to be hit is called a shuttlecock or "birdie." Let's begin by getting a racquet (paddle) and a shuttlecock. Hit the shuttlecock into the air as many times as you can without leaving your self-space. Grip the racquet as if you were shaking hands with it. Try to have your racquet face parallel to the ground when you hit the shuttlecock so that it will come straight down to you. (The teacher or a skilled child can demonstrate this task.) **Activity #1:** When I say "Go," get a partner and practice hitting the shuttlecock back and forth between you. When you swing try to have your side facing your partner (rather than facing straight ahead). When the shuttlecock is on the racquet side of your body (forehand), the palm side of the racquet is used. When the shuttlecock is on the non-racquet side of your body (backhand), the back-of-the-hand side of the racquet face is used. Whenever possible, try to contact the shuttlecock using an overhand swing rather than an underhand swing. See how many times you and your partner can keep the shuttlecock going before it hits the ground. **Activity #2:** This activity will provide the children an opportunity to create a game using the badminton skills they have practiced. If there are no lines already marked on the surface, the students can use masking tape to mark off an area.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 6

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.2: **(Continued from previous page)** Demonstrate and refine dual sport skills.	• With your partner, make up a game using the badminton skills you have practiced. You need to decide on the boundaries. If you want to keep score, you can; but you don't have to. (If nets are unavailable, a rope can be strung across a playground, between trees, between ladders or volleyball standards. As a general rule, the rope should be at least 4 feet high.) Once the games begin, the teacher moves from game to game helping children with the basic ideas introduced earlier. At times, it's helpful to stop the games to highlight one or more children who are doing well using the badminton skills.
OBJECTIVE 9.3: Demonstrate and refine individual sport skills.	**MEASURE 9.3.1:** The student will perform track skills of relay/ baton exchange and 800 meter or 880 yard run. In addition, the student will demonstrate proper technique while shot putting. **For example:** To practice the baton, 3/4" diameter dowel rods cut in 1 foot lengths or lummi sticks can be used when actual batons are unavailable. **Background for Relays:** In relay races in track, the runners pass a stick known as a baton from one runner to the next. Today, we are going to practice passing the baton. In baton passing, the runner holds the baton in his left hand and passes it to the right hand of the runner who is about to start running. The runner should carry the baton like a candle when passing it. The receiver reaches back with the right hand, with fingers pointed down and thumb to the inside, and begins to run when the advancing runner is 3-5 yards back. The object is to pass the baton as smoothly and efficiently as possible without dropping it and without having to stop running. (Ask two skilled children to demonstrate the baton pass as you describe the mechanics of the baton pass.) **Practice:** With a partner, practice exchanging the baton. Remember, it goes from the runner's left hand to the receiver's right hand. Try to exchange the baton when you are running at full speed. **Relays:** For this activity, a track marked with exchange zones will need to be available. In groups of four, you are going to practice running a relay. Each of you will run one fourth of the distance around the track. The baton has to be passed in the exchange zone that is marked on the track. (Show them each of the zones.)

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 6

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: **(Continued from previous page)** Demonstrate and refine individual sport skills.	The object is to see how quickly you can run around the track. Begin by deciding what order you will be running in. Then, practice your exchanges by passing the baton as you jog together in a straight line. As you improve, you can begin to spread out further and increase your speed. When you are able to pass the baton smoothly without slowing down your run, see me. I will time your relay team for a lap. • During this time, the teacher works with each of the groups focusing on the key points of the baton pass. **Background for the Shot Put:** The shot put can be practiced using softballs. Six pound, indoor shots are recommended; although, they are not necessary. The object of the shot put is to "put," not throw, a heavy iron ball as far as you can. Instead of using shot puts, however; we're going to use soft balls. As I describe the shot put, a student will demonstrate. The put is made from a circle and the putter must stay within the circle to avoid fouling. The putter begins at the back of the circle with the ball held in the hand at the base of the three middle fingers. The thumb and the little finger are on the sides for balance. In the gathering position, the ball is tucked into the side of the neck and chin with the elbow flexed. The student begins at the back of the circle with the left side toward the front of the circle (for a right-hander). The first movement is backward and downward as the rear leg flexes at the knee and the putter actually bends backward. When in this lowered, gathered position, the putter then initiates the quick movement across the circle with a quick hop by thrusting the left leg up and out. The putter then crosses the circle with a quick hop on the right leg. The lead leg is planted securely at the front of the circle and the weight is thrust forward toward the planted lead leg. As the lead foot touches the ground, the hopping movement is stopped and the ball is pushed out with a strong extension of the right arm toward the landing area. **Practice:** Now that you've seen the entire movement, let's practice it part by part. Imagine that you have the shot-put in your hand. We'll break it down into 5 parts:

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 6

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: **(Continued from previous page)** Demonstrate and refine individual sport skills.	• First, grip in the fingers. (Students practice each of these as the teacher observes.) • Second, the crouch--ball into neck, crouched position. • Third, thrust across the circle by a hop. • Fourth, uncoil the body. • Fifth, the actual put with the arm. By observing your students, you will know how long to practice each of these steps. It's also a good idea to combine them - one and two together before practicing the third separately. Then, practice the third with the first two. **Activity:** For this activity, you will need a circle for every three students (this can be drawn with spray paint on the grass) and a softball (or shot-put) for every three students. Be sure to stress safety and have the student groups located on the field in such a manner to ensure proper supervision and safety. (Example: student retrievers stand behind a designated "safety line" while the shot is hurled.) • Now, we're going to practice shot-putting to see how far you can put the shot. In groups of three, one person puts the shot; a second retrieves the shot and rolls it back; and the third person acts as a teacher observing the putter and helping with each of the five steps. • When you become smoother with the entire movement, you maywant to mark off some distances to see how far the ball is actually traveling. Rotate after every five puts.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 6

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Perform rolling combinations with gymnastic movements.	**MEASURE 10.1.1:** The student will perform skill combinations that incorporate a variety of balances and rolls with other gymnastic movements. **For example:** Have students review and practice a variety of balances using one or more body parts, rolling patterns, jumps, leaps, and landings. Have the students experiment and combine these movements so that they are connected by rolling movements. **Note:** While backward rolling patterns are basic movements, you will have students who are obese and/or do not have the strength or confidence to perform a backward roll or other inverted movements. Students should never be "forced" to perform skills that are inappropriate to their skill or confidence level.
OBJECTIVE 10.2: Create routines that focus on rolling combinations with variations of positions.	**MEASURE 10.2.1:** The student will create and perform routines that incorporate a variety of rolling sequences with combinations with balancing, jumping and landing, and weight transfer. **For example:** Have the students design a routine that incorporates rolling progressions. (Example: backward roll, straddle back roll, and back pike roll or shoulder roll and front roll) with a number of balances, jumps, leaps, and landings. • Select two rolls and practice doing one roll after the other. Remember, come to a standing position after each roll. Change the order that you practice these rolls in. • Now, I want you to add the roll you haven't been using. You can use it at the beginning, middle, or end of your series. Try to avoid using any extra steps between the rolls. • Add other skills that the students are able to perform. Can you step out of a front scale into a cartwheel? Practice this until you have it real smooth. How about handstand rolls and cartwheels? After an appropriate practice time, ask the students "Can you move out of a balance (front scale) into a cartwheel (or other movement) smoothly?" Try doing this without letting the scale leg (raised leg) touch the mat until the cartwheel is begun.

Seventh Grade Outline

1. Preparatory

1.1 Explaining health risks for age group.
1.2 Appraising own health status.
1.3 Differentiating between objective and subjective perceptions of personal health risk.
1.4 Explaining the concept of cumulative risk in regard to disease and injury.
1.5 Accurately describing the incidence of high-risk behaviors for age group.

2. Stress Management

2.1 Describing examples of self-deception.
2.2 Using positive imaging to maintain self-esteem.
2.3 Distinguishing among effort, ability, and chance as factors in success and failure.
2.4 Recognizing and managing habits.
2.5 Anticipating and monitoring personal stressors.
2.6 Explaining methods of managing stress by minimizing exposure.

3. Protecting Self/Others

3.1 Extinguishing fires correctly.
3.2 Identifying abstinence from sexual intercourse as the best and safest way to avoid certain diseases and pregnancy.
3.3 Explaining why condom use, while not infalliable, -- meaning they are not 100% safe -- is the best means of disease prevention for those who engage in sexual intercourse.

4. Relationships

4.1 Exercising social and interpersonal persuasion.
4.2 Identifying feelings in communications of others.
4.3 Clarifying expressions of others.
4.4 Expressing expectations to others.

5. Nutrition/Weight Management

5.1 Summarizing healthful dietary guidelines
5.2 Comparing own eating habits to dietary guidelines.
5.3 Identifying cues to own eating patterns.
5.4 Describing means of controlling unwanted cues to eating patterns.
5.5 Consuming healthful breakfasts.

6. Substance Abuse

6.1 Qualifying the contribution of alcohol to death and injury from vehicle crashes, pedestrian injuries, homicide, suicide, robbery and assault, drowning, burns, and falls, and to job absenteeism, job loss, and job injury.
6.2 Describing the variety of health risks associated with the injection of substances.

Seventh Grade Outline

7. Personal Fitness Skills

7.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
7.2 Demonstrate knowledge of the terms "aerobic" and "anaerobic."
7.3 Demonstrate cardiovascular endurance in an activity other than running.
7.4 Demonstrate knowledge of flexibility and muscular strength and endurance.

8. Recreational Dance Skills

8.1 Demonstrate American Folk Dance and International Folk Dance forms.
8.2 Demonstrate country western dance and social dance forms.
8.3 Create dances that use the various elements of time, space, force, and flow.

9. Game and Sport Skills

9.1 Demonstrate and refine team sport skills.
9.2 Demonstrate and refine dual sport skills.
9.3 Demonstrate and refine individual sport skills.

10. Developmental Gymnastic Skills

10.1 Demonstrate vaulting skills using available equipment (vaulting horse, folded mats, padded bench, vaulting box, or other suitable equipment).
10.2 Create a routine using gymnastic skills.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 7

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Explain health risk for own age group.	**MEASURE 1.1.1:** Identify injuries from vehicle crashes, aquatic injuries, substance abuse, poor nutrition, insufficient exercise, homicide, suicide, and sexual intercourse as important health risks.
OBJECTIVE 1.2: Appraise own health behaviors.	**MEASURE 1.2.1:** Fill out a paper-and-pencil survey of health-related behaviors and determine own need for behavior changes.
OBJECTIVE 1.3: Differentiate between objective and subjective perceptions of personal health risk.	**MEASURE 1.3.1:** Explain why people who appear to be at risk according to objective information sometimes believe they are not at risk.
OBJECTIVE 1.4: Explain the concept of cumulative risk in regard to disease and injury.	**MEASURE 1.4.1:** In writing, provide a summary explanation and several examples of cumulative risk
OBJECTIVE 1.5: Accurately describe the incidence of high-risk behaviors for age group.	**MEASURE 1.5.1:** In teams, collect data on health behaviors for age and produce a summary document.

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 7

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: State common examples of self-deception.	**MEASURE 2.1.1:** In groups, devise a list of common self-deceptions and evaluate the harms and benefits of self-deceptions, especially as they relate to health.
OBJECTIVE 2.2: Use positive imaging to maintain self-esteem.	**MEASURE 2.2.1:** After trying positive imaging daily for one week, write a report describing the purpose, the procedure followed, an evaluation of the outcomes, and intent to continue the practice.
OBJECTIVE 2.3: Distinguish among effort, ability, and chance as factors in success or failure.	**MEASURE 2.3.1:** Given scenarios of three people explaining their successes and/or failures, label the parts of their explanations that illustrate the results of effort, ability, and chance.
OBJECTIVE 2.4: Develop a plan to initiate, maintain, alter, or cease a health-related habit.	**MEASURE 2.4.1:** Using an outline of techniques for dealing with habits, each student identifies a habit to work on, and writes a plan for doing so. A log of progress is kept and the plan is evaluated and revised periodically.
OBJECTIVE 2.5: Anticipate and monitor personal stressors.	**MEASURE 2.5.1:** Given a list of common stressors for persons the age of students, each student selects one or two and identifies potential signs that would indicate the stress is active.
OBJECTIVE 2.6: Explain the technique of managing stress by minimizing exposure.	**MEASURE 2.6.1:** While acknowledging that avoiding all stress is not possible or desirable, each student identifies one stressor that could be dealt with most simply by minimizing exposure to it, and writes a plan to do so for a stressor in her or his life.

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 7

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Extinguish fires correctly, including proper use of fire extinguishers.	**MEASURE 3.1.1:** Demonstrate the appropriate use of a fire extinguisher in a variety of situations.
OBJECTIVE 3.2: Identify abstinence from sexual intercourse as the best and safest way to avoid certain diseases and pregnancy.	**MEASURE 3.2.1:** Identify health, legal, moral, and personal reasons why abstinence from sexual intercourse is the best and safest way to avoid sexually-transmitted diseases and prevent pregnancy.
OBJECTIVE 3.3: Explaining why condom use, while not infalliable, -- meaning they are not 100% safe -- is the best means of disease prevention for those who engage in sexual intercourse.	**MEASURE 3.3.1:** In physiological terms, explain why condom use is the best means of disease prevention for those who engage in sexual intercourse.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 7

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Exercise social and interpersonal persuasion.	**MEASURE 4.1.1:** In groups, examine resources dealing with principles of selling and advertising, and construct sincere, persuasive messages encouraging another to engage in a particular behavior.
OBJECTIVE 4.2: Identify feelings in the communications of others.	**MEASURE 4.2.1:** While participating in a group discussion, students observe the content and meaning of the expressions of others and also record their impression of the personal emotions of the speakers. Accuracy of observations is verified later by direct questioning of speakers.
OBJECTIVE 4.3: Express clarifying statements in response to a speaker.	**MEASURE 4.3.1:** During the course of out-of-school conversations, practice using such statements as "Are you saying...," and "Tell me more about that." Record the effect on the speaker and your own feelings about your role as a good listener.
OBJECTIVE 4.4: Express expectations for the behavior of others.	**MEASURE 4.4.1:** In groups, students describe several specific difficulties they have with a behavior of an anonymous other. Choose one or two situations and, as a group, compose a polite but straight forward verbal statement of an expectation for the other's behavior.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 7

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Summarize national dietary guidelines.	**MEASURE 5.1.1:** Given a list of key words in the national dietary guidelines, write a brief description of each guideline.
OBJECTIVE 5.2: Compare own eating habits to dietary guidelines.	**MEASURE 5.2.1:** Keep a log of own diet for three days and compare amounts and nature of foods to those recommended in the dietary guidelines.
OBJECTIVE 5.3: Identify cues to own eating patterns.	**MEASURE 5.3.1:** Keep a log of own eating patterns for one week. In the log, also record times, places where eating occurred, who else was present, and what you thought about and were doing just prior to and while eating. Examine the log carefully to search for patterns in eating and monitor eating again for one week to verify the patterns. Briefly describe any cues associated with eating habits.
OBJECTIVE 5.4: Consume healthful breakfasts.	**MEASURE 5.4.1** Examine the records kept in 5.2.1 and 5.3.1 above and determine if breakfast habits are healthful. If not, describe the special benefits of a healthful breakfast and plan specific breakfasts for each day of the next week.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 7

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Quantify the contribution of alcohol to death and injury from vehicle crashes, pedestrian injuries, homicide, suicide, robbery and assault, drowning, burns, falls, job absenteeism, job loss, and job injury.	**MEASURE 6.1.1:** As a class, outline the task of collecting alcohol-related information, divide the work, carry out individual assignments, and produce a completed document.
OBJECTIVE 6.2: Describe the variety of health risks associated with the injection of substances of abuse.	**MEASURE 6.2.1:** List at least four different health risks associated with injection of substances of abuse and describe the nature of each health risk.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 7

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will complete a health-related fitness assessment and score at an acceptable level. **AND/OR:** Plan and complete a Student Fitness Contract where the student sets his or her own goals with the teacher, has opportunities to have periodic self-testing on the goals, and has an incentive plan for reaching the predetermined goals. For more information about health-related fitness programs please contact: American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476-3481.
OBJECTIVE 7.2: Demonstrate knowledge of the terms "aerobic" and "anaerobic."	**MEASURE 7.2.1:** The student will compare and contrast the terms "aerobic" and "anaerobic" and identify activities as to being "aerobic" or "anaerobic."
OBJECTIVE 7.3: Demonstrate cardiovascular endurance in an activity other than running.	**MEASURE 7.3.1:** The student will demonstrate the ability to perform a variety of the following aerobic activities at times throughout the school year using the FIT Guidelines: • aerobic dance • bicycling • swimming • brisk walk, or other appropriate aerobic activities
OBJECTIVE 7.4: Demonstrate knowledge of flexibility and muscular strength and endurance.	**MEASURE 7.4.1:** The student will perform a wide variety of safe and effective stretching and strengthening exercises.

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SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 7

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1 Demonstrate American Folk Dance and International Folk Dance forms.	**MEASURE 8.1.1:** The student will perform a variety of dances such as: Contra, Clogging, Big Set, Pata Pata (South Africa), Waves of Tory (Ireland), Mayim (Israel), Armenian Misirlou (Armenia), Danish Schottische (Denmark), Corrido (Mexico), Jambo (South Africa), and Jessie Polka (USA). **For example:** The teacher will select a variety of folk dances appropriate to the level of the students. Please include international folk dances that represent a culturally diverse selection. The above dances represent dances that students at this grade level are typically able to perform. Feel free to modify the dances to ensure successful participation, add other dances, or make appropriate selections of your own.
OBJECTIVE 8.2: Demonstrate country western dance and social dance forms.	**MEASURE 8.2.1:** The student will perform a variety of country western dance skills such as Two-step, Waltz, and various Line dances to popular and contemporary music.
OBJECTIVE 8.3: Create dances that use the various elements of time, space, force, and flow.	**MEASURE 8.3.1:** The student will create a performance around a theme using the various elements in a movement sequence. **For example:** Students will choose a theme from which they will develop a movement sequence. Themes may come from one of the following ideas such as: 1. Natural phenomena 2. Verse 3. Characterization 4. Animals 5. Primitive Cultures 6. People 7. Fables 8. Music After choosing a theme, students will choose a minimum of one sub-theme which will be used to structure, develop, and enhance the main theme. Sub-themes will consist of space, time, force, flow, body shape, relationships, etc. Sequences will be performed individually, with a partner, or in small groups. Students will be given time to conceptualize their idea, explore the range of movement possibilities, and narrow their movements to the ones that they like and which they feel work best. Students will make sure their sequences has a clear beginning, middle, and end with smooth transition. After a period of practice, students will perform their sequence before their peers.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 7

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate and refine team sport skills.	**MEASURE 9.1.1:** The student will perform the flag football skills of passing, receiving, punting, kicking, and running (tagging and avoiding being tagged). Demonstrate the ability to combine the skills into practice or game situation. **For example:** The teacher will provide a skills-oriented program that combines the skills (passing, receiving, punting, kicking, and running) in a variety of practice situations. **Punting:** Punting can be practiced using footballs, foam footballs, soccer balls or playground balls. • Today, we're going to practice punting. Punting is different from kicking. In punting the ball is held with the hands. The punt begins by taking a short step with the punting foot, a second step with the other foot, and then the ball is punted. The ball is carefully dropped, not thrown, and contact is made on the instep (shoelaces). The toe is pointed downwards. (Teacher or a skilled child demonstrates several punts.) • With a partner, get a ball and practice punting to each other. Remember to gently drop the ball, not throw it. (Teacher moves from student to student providing assistance. Punts that are too high mean that the ball needs to be dropped later and a longer follow-through is needed.) **Centering:** Centering can be introduced with a round ball, but eventually needs to be practiced with a football. One ball is needed for every two children. • Centering is the way each play is started in football. The feet are wider than shoulder width. The ball is gripped the same way as for a pass, with the other hand used as a guide. The ball is passed back between the legs with a vigorous arm movement and wrist snap. (Teacher or skilled student demonstrates.) • With a partner, take turns centering the ball. Center the ball so that your partner can catch it without moving his feet.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 7

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: **(Continued from previous page)** Demonstrate and refine team sport skills.	**Activity:** This game is called One-Down Football. For a class of 30, you will need three mini-fields which can be marked with cones or milk jugs. There are 10 players to a game, five on each side. • Play begins from the middle of the field. The team has one play to try to score a touchdown. Each play is started by centering the ball. The offensive team may pass or run. Once the ball is put in play, the offensive team may make any number of passes in any direction. The defenders try to get the flag of the player with the ball. • If the ball touches the ground or the player with the ball has his flag pulled, the play is over. The other team has the ball at midfield for one play. • During the games, the teacher moves from game to game, occasionally stopping play to assist children with their skills. If necessary, the entire game can be stopped to practice one of the skills needed for the game, e.g., centering, passing, catching, and then the game can be resumed. **MEASURE 9.1.2:** The student will perform the softball skills of throwing, pitching, catching, batting, and base running. Demonstrate the ability to combine the skills into practice or game situation. **For example:** Review the softball skills taught in previous grades. It is recommended that the students be divided into two groups after the review. Those students who possess satisfactory softball skills--e.g., throwing, catching, batting and base running-can go ahead and play softball and/or other lead-up games like the ones described below. Those children who need more practice can work with you to acquire the skills necessary to enjoy and successfully play the games described below. **Babe Ruth Ball:** For each five players, you will need a ball, bat and four cones. • This game allows for student input to make the activity more successful, fair, and fun for students at a variety of

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 7

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: **(Continued from previous page)** Demonstrate and refine team sport skills.	skill levels. There are three outfield zones--left, center, and right field--are divided by four cones. The batter calls the field to which he intends to hit. The pitcher throws the ball to help the batter hit to the intended field. The students can choose to keep score--e.g., number of successful hits out of five pitches-or they can devise another system of scoring. The same field choice cannot be repeated in a row. The batter does not have to swing at a pitch; but if he does, it counts as a swing. Another decision the children will have to make is what happens when a ball doesn't go out of the infield? A foul ball? A fly ball that is caught? **Three-Team Softball:** For this game, you will need a diamond, bat and ball for every 12 players. • The players are evenly divided into three teams. One team is at bat, one covers the infield, one the outfield. The team at bat has definite order. If a runner is scheduled to bat he or she is replaced on base by a player not at bat. After three outs (or when everyone on the team has batted twice), the teams rotate from outfield to infield to batting team. A player may repeat as pitcher only when every other member of the team has batted. • During these games the teacher works with individual children who need special assistance and also helps teams work together. When a teacher notices that a team is having particular trouble with batting, catching etc., the teacher stops the game, practices the skill that needs attention, and then resumes the game. Although games are being played, this is still a time to practice skills if necessary.
OBJECTIVE 9.2: Demonstrate and refine dual sport skills.	**MEASURE 9.2.1:** The student will perform and refine the forehand and backhand strokes found in table tennis (or other appropriate paddle/racquet sport). Demonstrate the ability to combine the skills into a practice or game situation. **For example:** Ideally for this activity you will have a paddle and ball for every four children. When this is unavailable, it is recommended that you provide alternative activities for the children rather

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 7

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.2: **(Continued from previous page)** Demonstrate and refine dual sport skills.	than having long periods of inactivity. • **Fundamental Skills:** This paddle is a table tennis paddle. Hold onto the handle as if you were shaking hands with the handle. See how many times in a row you can hit the table tennis ball into the air without the ball touching the ground. Be sure to keep your paddle parallel to the ground. • This time alternate hits. Hit the ball on one side of the paddle; the next time use the other side of the paddle to hit the ball. • Each child will need a partner, a paddle, and one ball for each two children. This activity is designed for indoors on a wood or linoleum surface or outdoors on a concrete floor (blacktop or dirt will not work). • Hit the ball back and forth between you and your partner. The ball will bounce between you every time. Try to keep it moving continuously without a miss. You may find it easier to kneel down if the ball isn't bouncing high enough. • When this becomes easy for you, hit the ball to both sides of your partner so that your partner uses both sides of the paddle. • **Cooperative Table Tennis:** For this activity, you will need a table, large desk, card tables, 4' x 8' plywood sheets supported by saw horses, or other relatively large flat surfaces. In many classes, this activity will be occurring simultaneously with other activities because of the lack of appropriate tables within a given area. "Today, you will understand how the game table tennis got its name. There are 4 people to a table, 2 at each end. The object is to keep the ball going, but it must hit the table every time before one of the two players on the other side can hit the ball. See how many times you can make the ball go back and forth before the ball bounces twice on the table or the ball touches the ground." (Ask four children to demonstrate the game.) As presented here, the game is cooperative. You may want to change the game to make it competitive or invite the children to change the game if they want to.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 7

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: Demonstrate and refine individual sport skills.	**MEASURE 9.3.1:** The student will perform the golf skills of grip, stance, and strokes. Demonstrate the ability to combine the skills into practice or game situation. **For example:** For this activity, you will need plastic golf balls and a golf club for every student. Six or seven irons are the best for this activity. Although not ideal, plastic hockey sticks can be used to introduce golf. **Golf Safety:** The first thing I need to remind you about golf is related to safety. Do not swing the club until you are certain no one else is near you. Also, be careful of where you walk so that you don't walk into someone who is swinging the club. **Golf Swing:** The golf swing is divided into four parts--grip, stance, address and the actual swing. These instructions are for a right-handed golfer. Let's start with the grip. Set the club on the ground so the sole of the club sits flat on the ground. When this is done, the shaft of the club will be at a slight angle towards your hips. Place your left hand on the club first. The thumb should be at a one o'clock position as you look down at the handle. The pressure is in the last three fingers, but not very tight. The right hand completely covers the left thumb as the right thumb and forefinger touch. All ten fingers are on the club--no overlapping. Now, take your hands off and grip the club again and continue doing this while I come by and check your grip. • **Find a partner**: Tell her/him the steps of the grip--left thumb at one o'clock, pressure in the last three fingers. The right hand covers the left thumb as the thumb and index finger touch each other. Continue to do this until you and your partner have the grip memorized. The stance is how you hold your body. Your feet are shoulder width apart with weight evenly balanced. Knees are bent slightly. The left foot is turned at a 45 degree angle towards the target. The back is straight with a bend at the waist. The top of the club should be pointing at your left hip socket while the bottom of the club should be even with the inside of your left heel. The left arm is firm (not stiff), and the right elbow is bent towards the hip socket.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 7

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: **(Continued from previous page)** Demonstrate and refine individual sport skills.	• Practice taking your stance as your partner watches to be certain that you are remembering all of the points outlined above. I will continue to say them to remind you as you help your partner. • Now that you have the grip and stance correct, you are ready to swing the club. The swing begins by pushing with the left hand, not pulling with the right. When the club face is knee high, the angle formed by your arms and the club shaft should form the letter "Y." Continue taking the club back as your hips rotate and your left arm remains firm. Your knees never stiffen; they remain bent throughout the swing. When you start the downswing, pull with the left hand as if you were pulling a rope on a bell. Follow through so that your belt buckle goes past the target. When you finish, most of your weight will have transferred to your left foot and you will be up on your right toe. •That's a lot to remember; but as we continue to practice, it will become more automatic. Now that you have put the swing together, let's try hitting some balls. Take your time as you get set. Once you begin the swing, just think of your left hand pushing and pulling. If you miss the ball, be sure that your right knee isn't straightening on the backswing. **Hitting to Targets:** For this activity, you can use any item that might be available to use as a target. Examples include: trash cans, ropes, hoops, baskets. You need one club for every two students and a whiffle ball for each student. • You and your partner pick a target. Whoever is farthest away will hit first. See how many strokes (swings) it takes you to get the ball to the target. When you both get to the target, pick a different one and begin again. Remember to watch for others as you play.
OBJECTIVE9.3: (Continued) Demonstrate and refine individual sport skills.	**MEASURE 9.3.2:** The student will demonstrate the ability to perform the track skills of running dashes, relays, and throwing the discus using proper technique and form.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 7

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Demonstrate vaulting skills using available equipment (vaulting horse, folded mats, padded bench, vaulting box, or other suitable equipment).	**MEASURE 10.1.1:** The student will perform a variety of vaults onto and over the horse or other suitable equipment. **For example:** Vaulting can be practiced with or without a take-off board and using a horse or vaulting box at a variety of different heights. Be sure that the vaulting area has the appropriate mats for safety purposes. Students should have the opportunity to use a variety of vaulting apparatus. For some, a folded mat will provide a wide variety of challenging jumping, rolling, and landing opportunities. Others will find more success with a padded bench, or low vault box. With or without the take-off board, the technique is the same. The basic difference is that the vaulting horse is not as high and the take-off is not as far back when a board is not used. **Approach:** Have students practice take-offs without the vaulting horse. Practice with a three to five-step approach, and hurdle into the air. The rebound from the hurdle is a forceful extension of the legs. Students should practice this on the floor until they have a smooth and controllable rebound. **Onto the Horse:** The first experience with the vaulting horse should be dismounting-type skills from the horse. Have student squat on the horse, push into the air and land on the landing mat with the body under control. Students could also try this from a straddle position--not as easy to push into the air. Have students practice their approach and preflight to the horse by landing on the horse. Practice this until they can land on the horse in a squat position. **Vaults:** When students have control of the approach, preflight, and the jump landing from the horse, they can begin practicing vaults such as: • **Squat Vault:** You have practiced that squat vault to the vaulting horse. Now you will practice vaulting all the way through the squat. When your hands make contact, keep your arms straight, tuck your legs between your arms, push off the horse with your hands, and land on the mat feet first. The straight arms and the push with your hands is important.

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 7

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: **(Continued from previous page)** Demonstrate vaulting skills using available equipment (vaulting horse, folded mats, padded bench, vaulting box, or other suitable equipment).	• **Flank Vault:** The flank vault is done by taking both legs on the same side of the body over the horse. Legs are together. During preflight, lift your hips and legs high over one side of the horse as your hands make contact. The hands do basically the same thing in the flank vault as they did in the squat vault. • **Straddle Vault:** Remember, when you practiced the straddle, stand and jump off the vaulting horse. Now, I want you to vault over the horse using a straddle flight. The hands do the same thing in the straddle vault as they did in the squat vault. The legs must straddle over the horse. The hips need to lift higher in the straddle than they did in the squat. Bring your feet together before landing.
OBJECTIVE 10.2: Create a routine using gymnastic skills.	**MEASURE 10.2.1:** The student will perform a sequential skill routine with at least six skills that include a variety of balancing, rolling, jumping and landing, weight transfers. **For example:** Can you put together a routine that uses forward and backward roll-type skills? You can start with two skills and keep adding some to them. What are the rolls-- shoulder roll, front roll, front straddle roll, front pike roll, back roll, back straddle, and back pike roll? Let's practice some of the inverted skills. What skills use three body parts? Two body parts? What are they? --tripod, handstand, walkover, cartwheel? Whatever your skill level, you should be able to come up with a variety of inverted skills using different body parts at different levels. Put some of them together. Choose a front type roll, back type roll, and one inverted balance and make a routine. You can use any order, and you can change it around. Try to make it smooth. Try starting with a scale, select five other skills that you can make a routine from. Can you make it smooth? You can change the skills until you have a sequence you can do skillfully. Work on this if you have not already done so. A routine must have at least six skills and show inverted balances, backward and forward rolling patterns, and perhaps a one foot balance. Remember, you must have at least six skills, an ending pose and work on making it smooth. Note: While backward rolling patterns are basic movements, you will have students who are obese and/or do not have the strength or confidence to perform a backward roll or other inverted movements. Students should never be "forced" to perform skills that are inappropriate to their skill or confidence level.

Eight Grade Outline

1. Preparatory

1.1 Explaining health risks for own age group.
1.2 Appraising own health status.
1.3 Identifying automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.
1.4 Predicting the potential for health risk in a variety of situations.
1.5 Accurately describing the incidence of high-risk behaviors for age group.

2. Stress Management

2.1 Developing systematic short- and long-term health goal achievement plans.
2.2 Analyzing own defense mechanisms.
2.3 Accepting responsibility for own behaviors.
2.4 Employing a variety of structured thinking processes to solve problems and make decisions.

3. Protecting Self/Others

3.1 Describing basic CPR and community resources for becoming certified.
3.2 Projecting the consequences of pregnancy before adulthood.
3.3 Describing the advantages of abstinence from sexual intercourse for middle and high school students.
3.4 Explaining methods of contraception, none of which are 100% effective, for those who engage in sexual intercourse.
3.5 Projecting potential personal health consequences of global environmental problems.
3.6 Selecting personal behavior goals and strategies contributing to environmental improvement.
3.7 Evaluating media reports of health and medical research.

4. Relationships

4.1 Developing and maintaining confidants and confidential relationships.
4.2 Describing constructive and risky means of expressing independence.

5. Nutrition/Weight Management

5.1 Assessing own nutrition/weight status.
5.2 Selecting a realistic nutrition/weight management goal and strategy.
5.3 Selecting healthful fast foods.
5.4 Relating body image to self concept and nutrition behaviors.

6. Substance Abuse

6.1 Explaining the relationship between amount and frequency of a substance consumed and effect on behavior.
6.2 Identifying resources for assistance with problems involving alcohol, tobacco, and other substances.
6.3 Describing the special risks associated with alcohol use and vehicles.

Eight Grade Outline

7. Personal Fitness Skills

1.1 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.
1.2 Demonstrate knowledge for maintaining a balance between the components of fitness.
1.3 Demonstrate knowledge concerning the importance of proper nutritional practices.
1.4 Demonstrate cardiovascular fitness and the proper use of heart rate monitoring.
1.5 Demonstrate knowledge of the principles of training.

8. Recreational Dance Skills

2.1 Demonstrate the ability to participate in contemporary and popular dances.
2.2 Demonstrate square, folk, and social dance skills.
2.3 Create original dances using the elements found in recreational dance.

9. Game and Sport Skills

3.1 Demonstrate and refine team sport skills.
3.2 Demonstrate and refine dual sport skills.
3.3 Demonstrate and refine individual sport skills.

10. Developmental Gymnastic Skills

4.1 Perform a variety of balance movements in combination with rolling and/or weight transfer skills.
4.2 Create and perform gymnastic routines using mats and/or other equipment.

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 8

COMPETENCY GOAL 1: The learner will direct own health behaviors in accordance with own health status.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 1.1: Explain health risks for own age group.	**MEASURE 1.1.1:** Identify injuries from vehicle crashes, aquatic injuries, substance abuse, poor nutrition, insufficient exercise, homicide, suicide, and sexual intercourse as important health risks.
OBJECTIVE 1.2 Appraise own health status.	**MEASURE 1.2.1:** Fill out a paper-and-pencil survey of health-related behaviors and determine own need for behavior changes.
OBJECTIVE 1.3: Examine automobiles, alcohol, and handguns as the three factors associated with the majority of fatal and serious injuries.	**MEASURE 1.3.1:** Describe the variety of health risks associated with automobiles, alcohol, and handguns.
OBJECTIVE 1.4: Predict the potential for health risk in a variety of situations.	**MEASURE 1.4.1:** For each of the major health risk behaviors for age group, describe one or more social or physical situations that could possibly be associated with each, e.g., swimming alone, being alone with a date in a very private place, leaving a party where the driver has been drinking.
OBJECTIVE 1.5: Accurately describe the incidence of high risk behaviors for age group.	**MEASURE 1.5.1:** Use reference materials to determine proportions of own age group who engage in high risk health behaviors.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 8

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 2.1: Develop a goal achievement plan that incorporates systematic methods of goal setting, monitoring progress through feedback, a behavior management strategy, a reinforcement strategy, and a means of evaluating success.	**MEASURE 2.1.1:** Over the course of the year, develop first a short-term then a longer-term goal achievement plans regarding health risk behaviors.
OBJECTIVE 2.2: Analyze defense mechanisms in own behavior.	**MEASURE 2.2.1:** With the help of family, friends, and classmates, keep a log of own defense mechanisms. Evaluate the usefulness of these defense mechanisms after one week.
OBJECTIVE 2.3: Accept responsibility for own behavior.	**MEASURE 2.3.1:** At the end of each day record the best and worst things that have happened. After one week, survey the list and summarize the choices you made that contributed to the best and worst outcomes.
OBJECTIVE 2.4: Employ a variety of structured thinking processes to solve problems and make decisions.	**MEASURE 2.4.1:** In groups, reach consensus on a common problem/decision to work on, then using a model of a structured decision-making or problem-solving process, work through the steps. Continue this process weekly.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Protecting Self/Others

GRADE LEVEL: 8

COMPETENCY GOAL 3: The learner will interpret health risks for self and others and take corresponding protection measures.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 3.1: Describe basic CPR and community resources for becoming certified in CPR.	**MEASURE 3.1.1:** Given a short, soundless video of a person employing CPR correctly, write the script of a narration describing the sequence of steps.
	MEASURE 3.1.2: Identify opportunities in the community to become certified in CPR.
OBJECTIVE 3.2: Project the consequences of pregnancy before adulthood.	**MEASURE 3.2.1:** Develop hypothetical, ten year timelines illustrating the events in the life of an eighth grader who has a baby and one who does not.
OBJECTIVE 3.3: Describe the advantages of abstinence from sexual intercourse for middle and high school students.	**MEASURE 3.3.1:** In small groups, construct a list of all possible advantages to abstinence from sexual intercourse.
OBJECTIVE 3.4: Explain methods of contraception, none of which are 100% effective, for those who engage in sexual intercourse.	**MEASURE 3.4.1:** Summarize the remarks of a guest speaker on the topic of methods of contraception.
OBJECTIVE 3.5: Project potential personal health consequences of global environmental problems.	**MEASURE 3.5.1:** In teams, select a global environmental issue and use reference material to identify potential personal health consequences in near or distant future.
OBJECTIVE 3.6: Select a personal behavioral goal and strategy that contributes to environmental improvement.	**MEASURE 3.6.1:** Using the information from 3.5 above, identify a personal behavior that contributes to or could help prevent the problem. Devise a personal behavior plan that would help lessen the problem.
OBJECTIVE 3.7: Evaluate media reports of health and medical research.	**MEASURE 3.7.1:** Using a list of criteria for evaluating research, small groups evaluate a variety of media reports from a variety of sources, reach conclusions, and present conclusions and justification to class.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 8

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 4.1: Develop and maintain confidants and confidential relationships.	**MEASURE 4.1.1:** Describe the characteristics of a confidant, e.g., being available when needed, maintaining confidentiality, being a good listener, being open about sharing own feelings.
OBJECTIVE 4.2: Describe constructive and risky means of expressing independence.	**MEASURE 4.2.1:** In groups, examine fictional accounts of persons who express independence in constructive and non-constructive ways. Prepare a list of both constructive and risky means of expressing independence that can be observed in own community.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 8

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 5.1: Assess own nutrition/weight status.	**MEASURE 5.1.1** Each student will assess own nutrition/weight status using a variety of methods and prepare a summary report.
OBJECTIVE 5.2: Select a realistic nutrition/ weight management goal and strategy for self.	**MEASURE 5.2.1:** Using the information from 5.1 above, select an achievable goal for oneself and design an appropriate behavioral strategy.
OBJECTIVE 5.3: Select healthful fast foods.	**MEASURE 5.3.1:** Select fast food menus that will assist with the goal and strategy designed for oneself in Objective 5.2 above.
OBJECTIVE 5.4 Relate body image to self-concept and nutrition behaviors.	**MEASURE 5.4.1:** Describe the range of normal body types, and predict the feelings of those whose body type is not the same as that presented as "ideal" by media and fashion industries.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 8

COMPETENCY GOAL 6: The learner will choose not to participate in substance abuse.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 6.1: Explain the relationship between amount and frequency of a substance consumed and effect on behavior.	**MEASURE 6.1.1:** Select a substance of abuse to study, and, using reference materials, describe in detail the effects of the substance on behavior as the amount and frequency of consumption changes.
OBJECTIVE 6.2: Identify resources for assistance with problems involving alcohol, tobacco, and other substances.	**MEASURE 6.2.1:** As a class, prepare a detailed directory of services including eligibility, cost, location, nature of service.
OBJECTIVE 6.3: Explain the special risks associated with alcohol use and vehicles.	**MEASURE 6.3.1:** In groups, collect specific information regarding the times, places, and circumstances surrounding vehicle crashes and collisions, the nature of injuries, and the specific behaviors of those involved. Also gather information on the specific physical and psychological effects of alcohol. Compare the two sets of information and prepare a report specifically illustrating how alcohol increases risk.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 8

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Complete a health-related personal fitness test and achieve fitness scores at an acceptable level.	**MEASURE 7.1.1:** The student will complete a health-related fitness assessment and score at an acceptable level. **AND/OR:** Plan and complete a Student Fitness Contract where the student sets his or her own goals with the teacher, has opportunities to have periodic self-testing on the goals, and has an incentive plan for reaching the predetermined goals. For more information about health-related fitness programs please contact: American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia, 22091. 1 (800) 321-0789 or (703) 476- 3481.
OBJECTIVE 7.2: Demonstrate knowledge for maintaining a balance between the components of fitness.	**MEASURE 7.2.1:** The student will write a short essay describing the personal benefits (stress management, maintaining body composition, etc.) derived by maintaining appropriate levels of cardiovascular fitness, flexibility, muscular strength and endurance, and body composition.
OBJECTIVE 7.3: Demonstrate knowledge concerning the importance of proper nutritional practices.	**MEASURE 7.3.1:** The student will be able to state numerous ways that he or she can help to control high-fat intake. **For example:** The student will be able to realize that eating habits (such as eating "junk food" while under stress) can be modified to include making helpful eating decisions, practices (trimming excess fat from meats), and lifestyle patterns.
OBJECTIVE 7.4: Demonstrate cardiovascular fitness and the proper use of heart rate monitoring.	**MEASURE 7.4.1:** The student will demonstrate the ability to perform a variety of different self-paced aerobic activities for at least 20 minutes while keeping in the appropriate target training zone. (Note: A person's target heart rate zone may need to be adjusted for individual differences and current level of fitness. Please review the target heart rate information found in the 5th grade Personal Fitness section.)

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 8

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.5: Demonstrate knowledge of the principles of training.	**MEASURE 7.5.1:** The student will be able to define and explain overload, progression, and specificity as they relate to developing cardiovascular fitness, and muscular strength and endurance. **For example:** Review heart rate monitoring skills, FIT Guidelines, and how to develop cardiovascular endurance through the use of progression with your students. The students should be able to understand that the concept of progression states that an individual starts with manageable periods and frequency of aerobic exercise at a comfortable level and increases the time and frequency throughout the year until FIT Guidelines are achieved. Well-conditioned students will be able to meet the FIT Guidelines right away, unconditioned and obese students will need to slowly increase both time and frequency at an appropriate heart rate zone during the school year. Throughout the year the students will be involved in numerous opportunities to demonstrate self-paced aerobic activities while keeping in their training zone. **Activities:** • Try using rope skipping, instead of running, as the cardiovascular exercise method--i.e., skip rope until tired, then walk around slowly and monitor the heart rate; and resume skipping before the heart rate drops below the lower limits of the training zone. • Use the heart rate monitoring method described above using circuit weight training as your cardiovascular exercise. • Use the heart rate monitoring method and try to maintain an effective cardiovascular conditioning (training zone) pace by: cycling, swimming, race-walking, aerobic dancing, and doing superfitness routines. **Class Discussion Activity:** • Which types of aerobic (cardiovascular conditioning) exercises do you prefer and why? • Were you able to consistently keep your heart rate within the appropriate training zone with all of the exercises you tried? • Did any of the exercises seem too soft in that you were unable to achieve or maintain the low end of your training zone?

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 8

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Demonstrate the ability to participate in contemporary and popular dances.	**MEASURE 8.1.1:** The student will demonstrate the ability to perform a variety of line dances, shag, and other popular dances. **For example:** Choose a popular form of dance in which the students are interested. Encourage them to bring their records. Shag, aerobic dance, clogging, line dances, and others are possible suggested dance forms. • Teach the students a particular movement first without the music. If the movement is complicated, break it down and add parts. Teach it slow and increase to normal speed. • If the dance is in several parts, teach Part A, then Part B, then put Parts A and B together; then teach Part C, then add ABC; etc. • Add music when students are learning and about to master the steps. While slower students are still acquiring the basic steps, encourage the faster students to create variations by changing directions, combining steps. Work sequences or patterns into a complete dance which may be repeated. Individual, partner, or group dances can be designed by the teacher or created by the students by combining steps, varying steps, changing direction, changing pathway, varying relationships (face-to-face, side-by-side, meet-part) and using stylized dance positions (skaters, Varsouvienne, elbow swing, etc.).
OBJECTIVE 8.2: Demonstrate the ability to participate in a variety of square, folk, and social dances.	**MEASURE 8.2.1:** The student will demonstrate a variety of square, folk, and social dance steps such as the Waltz, Foxtrot, Cha Cha, and Lindy using popular and contemporary music. In addition, the student will be able to demonstrate appropriate social behaviors during the dances.
OBJECTIVE 8.3: Create original dances using the elements found in recreational dance.	**MEASURE 8.3.1:** The student (as a part of a small group, partners, or individually) will create and perform line dances, aerobic dance routines, and/or other rhythmic activities using popular music or appropriate music of the student's choice.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 8

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate and refine team sport skills.	**MEASURE 9.1.1:** The student will perform the volleyball skills of the forearm pass (bump), spiking, overhead set pass, and serving. Demonstrate the ability to combine the skills into practice or game situation. **For example:** Begin by reviewing the forearm pass, overhand pass, and the underhand serve including the activities taught in previous grades. **Overhand Serve:** The overhand serve can be introduced and practiced, although some of the less-skilled children would be advised to use the underhand serve in game-like situations. • The overhand serve is similar, in some ways, to the tennis serve. The ball is pushed higher than the serving hand. On the backswing, the arms bend as if to strike the back. At contact, the arm is fully extended and the ball is contacted with the heel of the hand. The hand can be open or closed. (Demonstration by the teacher or a skilled child.) Stand on either side of the rope (net). Practice serving across the net. Be sure that everyone has turns to practice serving. Students needing assistance should be given further instruction by the teacher. **Spike:** The spike is similar to the contact made with the overhand serve. Because the net is lowered to 7 feet, some of the students will be able to reach above the net and strike the ball downwards. The key to successful spiking is the ability of teammates to effectively use the overhand pass. • The spike is the most effective play in volleyball. Two or three steps are taken prior to jumping into the air and striking the ball at the height of the jump. Strike the ball with the heel of your open hand when possible. (Demonstrate or ask a skilled child to demonstrate.) To practice the spike, we will use the following formation. One tosser will stand about 3 feet from the net and toss the ball to the spiker. Once the spike has been made, the spiker retrieves the ball and returns it to the tosser.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 8

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: **(Continued from previous page)** Demonstrate and refine team sport skills.	• **Spike Set Drill:** This activity can be introduced for the higher-skilled children. In this activity, the tosser tosses the ball to the setter who, in turn, uses an overhand pass to set the ball to the setter, who, in turn, uses an overhand pass to set the ball to the spiker. As you will see, the overhand pass becomes crucial for good spiking. **Mini-Volleyball:** When some of the students have attained the necessary skill level, you can have them play mini-volleyball. The game has six players, three on each side. The court is much smaller than a regulation volleyball court (adjust the court depending upon your facilities). The server stays on the back line and the other two players are on the front line. Only the two front line players can spike. Scoring is the same as in volleyball. Positions are rotated as in official volleyball. **MEASURE 9.1.2:** The student will perform team handball skills of passing, catching, dribbling, and shooting. Combine skills into a practice situation.
OBJECTIVE 9.2: Demonstrate and refine dual sport skills.	**MEASURE 9.2.1:** The student will perform the tennis (or other appropriate racquet sport) skills of stance, serve, forehand and backhand strokes. Demonstrate the ability to combine the skills into practice or game situation. **For example:** Each student will need a racquet or paddle. Plastic whiffle balls or old tennis balls work best initially. Another alternative is to use Pickleball equipment in place of tennis equipment. Your students will find Pickleball easy-to-understand and do. Lower-skilled students will benefit from practicing with a paddle initially rather than the long-handled tennis racquet. **Forehand Stroke:** The first stroke you are going to practice is the forehand stroke. Grip the racquet as if you were shaking hands with it. Your body is turned so that the left side of the body (for a right hander) faces the intended line of flight. The swing should be level and the knees bent or extended for a lower or higher shot. The tennis forehand is hit with a fairly stiff wrist and elbow, the major movement coming from the shoulder. The ball is contacted just in front

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 8

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.2: **(Continued from previous page)** Demonstrate and refine dual sport skills.	of the body. (The teacher or a skilled student demonstrates.) • You will need a racquet and a ball. Drop the ball (or throw it into the air) and hit it with a forehand swing. Initially, the ball can be hit into a fence or wall. • Now you're going to practice with a partner. Your partner will throw the ball to your forehand side. Remember to step as you hit the ball and follow through--wrist is firm. Partners, throw the ball so it bounces first. It's best when the hitter is hitting into a fence or wall. Switch after every 15 hits. **Backhand Stroke:** The other tennis stroke is called the backhand. The grip is a little different. If you're right handed, you will actually twist the racquet one-quarter revolution so that the thumb is on the back side of the handle. This change in grip is made as soon as you realize a backhand shot will be needed. Try not to "stab" at the ball, but follow through completely. (Teacher or skilled student demonstrates.) •Throw the ball to your partner so she or he can use a backhand stroke. If a player starts to chop at the ball, remind him or her to follow through. Also, be sure that each player has his or her side turned to the target. Rotate after every 10 hits. **Other:** A rope strung across a playground area can serve as a net; a rope can also be strung between two chairs to serve as a net. With your partner, practice hitting the ball back and forth. Try to keep the ball going as many times as you can without a miss.
OBJECTIVE 9.3: Demonstrate and refine individual sport skills.	**MEASURE 9.3.1:** The student will perform track and field skills of distance runs, dashes, high jump, running long jump, shot put and others. **For example:** The teacher will review the track and field event skills as described in earlier grades. Remember that distance running can be introduced early in the year and practiced throughout. Waiting to begin practicing distance running until the track and field unit is not recommended.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 8

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: **(Continued from previous page)** Demonstrate and refine individual sport skills.	**Distance Running Form:** The form for distance running requires a relaxed, upright posture. Hands are relaxed, fists are not clenched, the elbows are flexed, and the arm is held about waist high. The heel strikes the ground before the toes. • One of the secrets to successful distance running is pace. Pace means the ability to run to maximum output rather than running too fast in the beginning or so slowly that one still has substantial energy at the end of the race. Pace can be practiced at a number of distances. The area marked off is 300 yards. The first time you run it, it will be hard to tell how fast or slow to go. Your partner will time you. After resting, run it again and try to adjust your speed so that you go faster (slower). Your partner will give you a half-way time to let you know how you are doing. • If running is done at the beginning of every class, students should only be timed occasionally. Timing the children every day can lead to burnout and lack of interest, as some students will run their hardest if they are being timed. Distance running should be promoted as an enjoyable, fun activity; and the students should be encouraged to talk with one another as they run. Of course, there will always be a few who need additional motivation from the teacher to continue running. • E.T.A. Run: The "E.T.A. Run" is an enjoyable activity to promote distance runs. The students estimate their time for a specific distance. The winners are not the fastest runners, but the children who come closest to their estimated times. Team E.T.A. runs are also enjoyable events. Teams of 2-6 students can work together, attempting to have the closest time to their estimated time of arrival. On the days when you plan an E.T.A. Run, it is suggested that you remind the students to leave their watches in their lockers. **High Jumping:** There are at least four techniques used in high jumping. The purpose of this activity is to introduce students to high jumping rather than create varsity athletes. For this reason, only one technique, the Straddle Roll, is taught.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 8

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: **(Continued from previous page)** Demonstrate and refine individual sport skills.	The Fosbury Flop is currently more popular; however, there is a certain amount of concern about introducing this technique to students who may be particularly unskilled. It is recommended that the entire class be introduced to the Straddle Roll at the same time, but the students should practice the roll in small groups as good pit protection is needed. A crash pad or thick foam-rubber pad cushions the fall well. Other students can be practicing the running long jump, shot-put, and discus taught in earlier grades and reviewed prior to teaching the high jump. There are several techniques used in the high jump. The one I am going to teach you is called the Straddle Roll. The approach is made from the left side at an angle of no more than 45 degrees. There are four parts to the jump. The description is for a jumper whose right foot will go over the bar first.. • **The Gather:** The last three steps are the fastest, with the body leaning back a bit. The takeoff is on the left foot. • **The Kick:** The right leg is raised strongly as the left foot plants on the ground. • **Arm Movement:** A sharp lift with both arms is made, with the left arm reaching over the bar and the right moving straight up. This puts the jumper in a position to straddle the bar as he or she goes over. • **The Back Leg Clearance:** Clearance is accomplished by straightening the body, rolling the hips to the right (over the bar) and dropping the right shoulder. (Teacher or skilled student demonstrates). At first, we'll practice without the bar. When it begins to be automatic and natural, we will put the bar in place. Elastic rope, rather than a bar, saves the time of replacing the bar in the beginning. Whether you use the elastic rope or a bar, it is a good idea to slant the bar or rope in the beginning to allow the students to be initially successful. It is suggested that you have the students practice step one, then steps one and two, step three by itself, steps one to three, then bring in step four.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 8

COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Perform a variety of balance movements in combination with rolling and/or weight transfer skills.	**MEASURE 10.1.1:** The student will demonstrate the ability to perform a variety of balancing skills using different body parts, inverted movements on two or more body parts, numerous rolling patterns, and weight transfer skills. The student will combine the skills in short sequences. Note: While backward rolling patterns are basic movements, you will have students who are obese and/or do not have the strength or confidence to perform a backward roll or other inverted movements. Students should never be "forced" to perform skills that are inappropriate to their skill or confidence level.
OBJECTIVE 10.2: Create and perform routines on a variety of available apparatus (parallel bars, uneven parallel bars, or horizontal bar) and/or mats.	**MEASURE 10.2.1:** The student will demonstrate the ability to create and perform several routines using 8 or more balancing, rolling, jumping, landing, and weight transfer skills on the available apparatus.

HEALTHFUL LIVING EDUCATION
GRADES 9-12

Major Emphases

A comprehensive Healthful Living Education program for all students has as its foundation learning experiences which are designed to help each individual develop pro-active health promotion behaviors. While many school systems have additional Health/ Physical Education units as a local requirement, please keep in mind that this section only addresses the state required health and physical education portions of the K-12 Healthful Living Education curriculum.

The absence of objectives beyond the state required curriculum should not be interpreted as a lessening of commitment to the high school students. These high school years are vital to ensure a strong knowledge base for continued personal fitness and lifetime activity skills. A valuable core of health and physical education electives or locally required courses should continue to reflect a competency-based curriculum in Healthful Living Education. The following educational descriptors are reflective of the goals and objectives found in the 9-12 Healthful Living Education curriculum:

By the end of high school:

Students will be able to assess their own health status and understand the relationship of health to their quality of life, develop an awareness of their own control in the area of stress management, accept responsibility for the prevention of major health risks, demonstrate conflict resolution skills, deal effectively with anger, explain a variety of behavior change strategies, and construct a model health risk behavior self-management plan.

Students will be able to demonstrate skills of personal self-protection, identify risk behaviors, describe the potential effects of substance abuse, identify community support resources for the treatment of substance abuse, interpersonal relations, and nutrition/weight management, know how to access these services, implement helping skills in relationships, assess their own nutritional/weight status, and analyze influences on their eating behaviors.

Students will demonstrate an acceptable level of health-related fitness, demonstrate and defend the benefits of fitness and activity, demonstrate and analyze sound principles of fitness development, demonstrate appropriate developmental gymnastic skills used to encourage flexibility, balance, and strength development, and have the skills needed to implement a personal fitness program.

Students will be able to demonstrate the ability to participate successfully in <u>at least</u> three lifetime sports, have the knowledge and skills to safely participate in a wide-variety of cardiovascular fitness activities, demonstrate a variety of folk, square and social dance skills, and display the ability to evaluate activities in terms of social, emotional, and physical benefits.

High School Outline

1. Preparatory

1.1 Assessing own health status.
1.2 Accepting responsibility for own health.
1.3 Determining individual control over health risks.
1.4 Understanding relationship of health to quality of life.
1.5 Relating health education course content to outcomes of value to oneself.

2. Stress Management

2.1 Developing awareness of own control over stress.
2.2 Replacing negative thoughts with positive.
2.3 Associating behaviors with values.
2.4 Coping with losses.
2.5 Responding to others with empathy.

3. Self-Protection

3.1 Interpreting the importance of various health risks.
3.2 Analyzing own perceptions of health risks.
3.3 Prioritizing own health risks.
3.4 Understanding causes, consequences, and prevention of major health risk behaviors for own age group.
3.5 Judging behaviors and decisions as to their likelihood of resulting in infant morbidity and mortality.
3.6 Identifying risk behaviors to manage.
3.7 Constructing a model health risk behavior self-management plan.

4. Relationships

4.1 Being aware of health-related problems stemming from relationships.
4.2 Implementing helping skills in relationships.
4.3 Demonstrating conflict resolution skills.
4.4 Formulating principles for healthful dating relationships.
4.5 Dealing effectively with anger.
4.6 Seeking help for relationship problems.

5. Nutrition/Weight Management

5.1 Identifying typical and special nutritional needs of adolescents and of pregnant women.
5.2 Assessing own nutrition/weight status.
5.3 Analyzing influences on own eating behaviors.
5.4 Assessing nutrient content of own diet.
5.5 Designing own nutrition/weight management plan.
5.6 Identifying community resources for help with nutrition/weight management.

6. Substance Abuse

6.1 Counteracting and seeking help for depression.
6.2 Describing the potential effects on others of substance abuse by individuals.
6.3 Analyzing motives for and consequences of steroid abuse.
6.4 Accessing services for dealing with substance abuse problems.
6.5 Explaining behavior change strategies used in the treatment of substance abuse.

7. Personal Fitness Skills

7.1 Demonstrate and evaluate the values of regular physical activity.
7.2 Demonstrate and assess an acceptable level of health-related fitness.
7.3 Develop and demonstrate the values of cardiovascular fitness.
7.4 Develop and demonstrate the values of flexibility.
7.5 Identify and analyze the principles of cardiovascular and strength development.
7.6 Explain and demonstrate the use of proper safety techniques, practices, and guidelines as related to fitness.
7.7 Design and create a personal fitness program.

8. Recreational Dance Skills

8.1 Know and demonstrate folk, square, and social dance skills.
8.2 Evaluate dancing skills in terms of non-locomotor, locomotor, combination movements, and effort qualities.

9. Game and Sport Skills

9.1 Demonstrate and refine team sport skills.
9.2 Demonstrate and refine individual and/or dual sport skills.
9.3 Demonstrate skills in a variety of aerobic (cardiovascular fitness) activities.
9.4 Demonstrate a variety of outdoor education skills (where facilities and equipment are available).
9.5 Demonstrate a variety of swimming skills (where facilities and equipment are available).

10. Developmental Gymnastic Skills

10.1 Demonstrate developmentally appropriate gymnastic skills and competence.
10.2 Create, perform, and evaluate gymnastic routines.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 9-12

COMPETENCY GOAL 1: The learner will analyze the rationale for a high school health education course as a means of preventing serious health risks.

SUBGOAL 1: The learner will assess the health status of her/himself or others by employing the multidimensional concept of health.

OBJECTIVES		SAMPLE MEASURES	
1.1	Define and compare the terms health, wellness, happiness, fitness, and vitality.	1.1.1	Write a definition for each term listed below, then compare the definitions with the meaning of "health": • wellness • fitness
1.2	Define each dimension of health.	1.2.1	Given a list of short descriptions of characteristics and behaviors of persons, match each with one or more of the dimensions of health and explain reasons for matches.
1.3	Estimate a person's health status on each dimension of health.	1.3.1	Given four or five sketches of various hypothetical people and their behaviors, students, working in groups, will prepare bar graphs for each subject, estimating each person's degree of health for each of the dimensions of health.
1.4	Assess own health status according to results of a variety of measures of physical, social, emotional, and mental health (where appropriate facilities, equipment and instruments are available).	1.4.1	Given results of personal measures on each dimension of health, and given interpretations of data and comparison standards, each student identifies her/his own strongest and weakest areas of personal health.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 9-12

COMPETENCY GOAL 1: The learner will analyze the rationale for a high school health education course as a means of preventing serious health risks.

SUBGOAL 2: The learner will accept appropriate responsibility for her/his own health and the health of others.

OBJECTIVES		SAMPLE MEASURES	
2.1	Describe the major determinants of health.	2.1.1	List a variety of determinants of health and provide two specific examples for each.
2.2	Justify "individual choice" as the health determinant that has the most influence on most people in the United States today.	2.2.1	Write a persuasive essay describing and demonstrating why "individual choice" is the most important health determinant in own life.
2.3	Explain why all people are at least partly interdependent in regard to health.	2.3.1	Using a daily newspaper, clip articles, photographs, editorials, or entertainment material that illustrates- the role of interdependence for each determinant of health. For each clipping, describe who influenced another's health and how.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 9-12

COMPETENCY GOAL 1: The learner will analyze the rationale for a high school health education course as a means of preventing serious health risks.

SUBGOAL 3: The learner will analyze health risk situations to determine the degree of individual control over the health risks.

OBJECTIVES		SAMPLE MEASURES	
3.1	Identify who has control of the major health risks for the U.S. population as a whole, for persons at different life cycle stages, for pregnant women and their fetuses, and for high school age persons and young adults.	3.1.1	Working in groups, select a population category, identify its major health risks, and provide examples of who has control of those risks.
3.2	Identify the most important factors to consider when making a decision involving risk.	3.2.1	Given a short story involving a person consciously making a decision with health consequences, speculate on the degree to which each of the following factors was considered: • needs and goals • values, standards, and obligations • costs (short and long term) • probabilities • alterations
3.3	Recognize the roles of control and chance in health risk situations.	3.3.1	In groups of four or five, describe a series of separate, realistic health-risk situations. Exchange situations with another group, analyze the new situations within groups in terms of the roles of control and chance, and have a group representative present the analysis to the class.

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HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 9-12

COMPETENCY GOAL 1: The learner will analyze the rationale for a high school health education course as a means of preventing serious health risks.

SUBGOAL 4: The learner will accept the instrumental value of health in determining one's quality of life.

OBJECTIVES		SAMPLE MEASURES	
4.1	Distinguish between the roles of health as an instrumental value and as a terminal value.	4.1.1.	Make a list of positive outcomes of specific health practices, prioritize the list, and explain in writing, why the highest listed priority is first and how it is related to health practices.
4.2	Predict effects on one's quality of life resulting from changes in health status.	4.2.1.	Interview an older person to determine how health practices and decisions have affected the quality of the person's life, both positively and negatively.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Preparatory

GRADE LEVEL: 9-12

COMPETENCY GOAL 1: The learner will analyze the rationale for a high school health education course as a means of preventing serious health risks.

SUBGOAL 5: The learner will describe the content and rationale for the high school health education course.

OBJECTIVES		SAMPLE MEASURES	
5.1	Identify the skills and topics incorporated in the high school health education course.	5.1.1.	List the skills and topics in the high school health education course.
5.2	Explain the purposes of the high school health education program.	5.2.1.	Given a list of the purposes of the high school health education program, provide one specific example of how health education can help one achieve each purpose.
5.3	Identify potential outcomes of the health education program that are of value to oneself.	5.3.1	Select two potential outcomes of the health education program and describe in specific detail how the outcomes could improve the quality of your life within the next year.

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

SUBGOAL 1: The learner will accurately perceive the degree of control she/he has over her/his own behaviors in potentially stressful situations.

OBJECTIVES		SAMPLE MEASURES	
1.1	Analyze potentially stressful situations to determine the degree of control an individual has over own behaviors.	1.1.1	Given a brief scenario of a potentially stressful situation, including a description of the behaviors of an individual in that situation, provide specific examples of changes the individual could choose to make in her/his behavior.
1.2	Clarify the degree of control she/he has over own behaviors in actual life situations.	1.2.1	Each student prepares a series of "I have to..." statements and then converts the list to "I choose to ...because I want..." statements.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

SUBGOAL 2: The learner will demonstrate the replacement of negative thoughts with positive ones.

OBJECTIVES		SAMPLE MEASURES	
2.1	Provide an example of each of the following types of potentially negative, distorted thinking: • selective perception • polarized thinking • over-generalization • catastrophizing • personalization • emotional reasoning • unexamined self-expectations • self-labeling • helplessness	2.1.1.	In groups, construct specific examples of each of the types of potentially negative, distorted thinking. Each example should provide both information about the situation and a phrase exemplifying the negative, distorted message that a person in the situation is telling her or himself.
2.2	Convert a series of negative self-messages to positive ones.	2.2.1	Keep a log of own thoughts (self-messages) for one day, identifying those that are negative and those that are positive, and write positive replacements for the negative messages.
2.3	Develop a behavior change plan that includes rehearsal as a means to promote frequency of replacement of negative thoughts with positive.	2.3.1	Write a plan to change own frequency of replacing negative thoughts with positive, using rehearsal as a strategy.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

SUBGOAL 3: The learner will associate behaviors with values.

OBJECTIVES		SAMPLE MEASURES	
3.1	Relate universal values to specific behaviors.	3.1.1.	Write a list of at least eight universal values and, for each, provide a specific example of (a) a behavior that affirms the value, and (b) a behavior that violates the value.
3.2	Identify practical methods that can be used to judge consistency between behaviors and values.	3.2.1	Given a situation involving ethical choices, identify and describe tests that could be applied to possible behavioral responses to the situation.
3.3	Project stress consequences of actions which (a) confirm, and (b) deny own values.	3.3.1	Invent a situation in which a person chooses to ignore own values and describe potential behavioral and emotional consequences.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

SUBGOAL 4: The learner will summarize methods of coping with stressful "losses."

OBJECTIVES		SAMPLE MEASURES	
4.1	Identify examples of potentially stressful losses.	4.1.1	In groups, brainstorm lists of potentially stressful losses for persons in various demographic groups.
4.2	Describe the normal progression of thoughts and feelings that accompanies losses.	4.2.1	Given a description of a person experiencing loss, identify stages of thoughts and feelings in the normal progression of responses, and provide a specific example, appropriate to the situation, for each stage.
		4.3.1	Using the data from 4.2.1 above, describe examples of positive coping strategies.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Stress Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 2: The learner will apply skills of stress management to the prevention of serious health risks for self and others.

SUBGOAL 5: The learner will demonstrate the ability to provide empathic, verbal responses to persons whose statements indicate they may be experiencing stress.

OBJECTIVES		SAMPLE MEASURES	
5.1	Identify feelings in expressions of others.	5.1.1	Given a series of quotations, identify potential feelings of the speaker.
5.2	Accept the reality of the feelings of others.	5.2.1	Given transcripts of conversational interchanges, identify those in which feelings are accepted by the listeners.
5.3	Verbally respond with empathy to others.	5.3.1	In pairs, role play situations in which empathic, verbal responses are made.
5.4	Develop a behavior self-management plan which includes a method of behavioral self-monitoring, an evaluation component, and a self-reinforcement strategy, to respond to others with empathy.	5.4.1	Prepare a plan to practice empathic responses at least once each day for two weeks. The plan should include methods of monitoring behavior, evaluating success, and self-reinforcement. Turn in a log of activity.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Self-Protection

GRADE LEVEL: 9-12

COMPETENCY GOAL 3: The learner will interpret own health risks and corresponding protection measures.

SUBGOAL 1: The learner will interpret the importance of the consequences of the most serious health risk behaviors for adolescents according to a variety of standards.

OBJECTIVES		SAMPLE MEASURES	
1.1	Identify standards against which the consequences of the most serious health risk behaviors of adolescents can be compared.	1.1.1	Given a specific health risk behavior, name at least six standards which could be used to judge the importance of the risk to oneself.
1.2	Apply a variety of standards to selected serious health risks for adolescents.	1.2.1	In groups, invent characters who might have opposite standards for assessing three specific health risks and describe the rationale for the viewpoint of each character.

SKILLS/SUBJECT AREA: Self-Protection

GRADE LEVEL: 9-12

COMPETENCY GOAL 3: The learner will interpret own health risks and corresponding protection measures.

SUBGOAL 2: The learner will analyze influences on own perceptions of health risks.

OBJECTIVES		SAMPLE MEASURES	
2.1	Recognize common sources of influence on health risk perceptions.	2.1.1	Given a fictitious individual's detailed explanation of beliefs about a specific health risk, identity and label sources of perceptual influence illustrated by the explanation.
2.2	For selected health risks, provide examples of how perception of risk can be altered in various, diverse circumstances.	2.2.1	In groups, select an important health risk and describe the possible effects of at least five perception influences.
2.3	Characterize own perceptions of a major health risk.	2.3.1	Write a detailed essay incorporating several different ways you could perceive a given health risk.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Self-Protection

GRADE LEVEL: 9-12

COMPETENCY GOAL 3: The learner will interpret own health risks and corresponding protection measures.

SUBGOAL 3: The learner will prioritize own major health risks.

OBJECTIVES		SAMPLE MEASURES	
3.1	Name the major health risks for own age group.	3.1.1	Make a list of the major health risks for own age group.
3.2	Rank own health risks according to own standards.	3.2.1	Using observation of own behaviors, results of risks assessment instruments, and feedback from others, identify own health risk behaviors and rank them according to objective priority. Include only those behaviors you feel comfortable discussing publicly.

SKILLS/SUBJECT AREA: Self-Protection

GRADE LEVEL: 9-12

COMPETENCY GOAL 3: The learner will interpret own health risks and corresponding protection measures.

SUBGOAL 4: The learner will comprehend the most important health risk behaviors for own age group, the consequences of the behaviors, and the behaviors necessary for the prevention of the consequences.

OBJECTIVES		SAMPLE MEASURES	
4.1	Identify the major health risk behaviors of own age group.	4.1.1	In groups, prepare wall charts indicating the major health risk behaviors of own age group. Prioritize the behaviors and develop a group justification for the ordering of priorities.
4.2	Project potential short- and long-term consequences (in all dimensions of health) of own age-group's health risk behaviors.	4.2.2	Using the wall chart described in 4.1.1 (above), indicate potential health consequences of behaviors for each dimension of health.
4.3	Hypothesize chains of specific behaviors, in a variety of situations, that could result in either positive or negative health consequences.	4.3.1	In groups, develop scenarios illustrating sequences of behavior choices that lead to both positive and negative health outcomes.

SKILLS/SUBJECT AREA: Self-Protection

GRADE LEVEL: 9-12

COMPETENCY GOAL 3: The learner will interpret own health risks and corresponding protection measures.

SUBGOAL 5: The learner will judge behaviors and decisions as to their likelihood of resulting in infant morbidity or mortality.

OBJECTIVES		SAMPLE MEASURES	
5.1	Identify the most critical events and times in and before pregnancy for the prevention of birth defects.	5.1.1	Chart fetal development, indicating stages most susceptible to various causes of birth defects.
5.2	Describe the causes, importance, and prevention of low birth weight.	5.2.1	Prepare a report comparing infant mortality rates in North Carolina with other states and describe possible reasons for the ranking.
		5.2.2	In groups, prepare specific questions covering all important elements of pre-conceptional and pre-natal health care; select a panel to represent the class and have the panel interview a health professional who has been invited to class.
5.3	Propose alternative methods of accessing appropriate health care for young pregnant women, taking into account various economic, transportation, and service availability difficulties.	5.3.1	In groups, research and report on alternative methods of accessing health care.
5.4	Utilize the principle of a decision/behavior chain to evaluate specific pregnancy-related behaviors.	5.4.1	In groups, invent a decision/behavior chain that begins before conception and that results in a birth defect or low birth weight baby and supply a healthier alternative for each decision point/behavior.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Self-Protection

GRADE LEVEL: 9-12

COMPETENCY GOAL 3: The learner will interpret own health risks and corresponding protection measures.

SUBGOAL 6: The learner will describe a practical method of selecting a health risk behavior to attempt to actively manage.

OBJECTIVES		SAMPLE MEASURES	
6.1	Identify the types of behaviors that are suitable for self-management.	6.1.1	In writing, differentiate the meanings of altering, initiating, changing, replacing, and ceasing behaviors. Provide a specific example of each.
6.2	Outline the factors to be considered when selecting a health risk behavior to be actively managed.	6.2.1	Given a description of the method by which a fictitious person has selected a behavior to manage, critique the method and outline a better method.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Self-Protection

GRADE LEVEL: 9-12

COMPETENCY GOAL 3: The learner will interpret own health risks and corresponding protection measures.

SUBGOAL 7: The learner will construct a model health risk behavior self-management plan.

OBJECTIVES		SAMPLE MEASURES	
7.1	Describe the major components of an effective behavior self-management plan.	7.1.1	List the major components of an effective behavior self-management plan and describe the rationale for each.
7.2	Delineate a basic behavior self-management plan incorporating all major components.	7.2.1	Working cooperatively in triads, write a thorough behavior self-management plan for each person, being sure to include each component.
		7.2.2	For each plan prepared in 7.2.1 above, describe the application of as many aids and resources as possible to assist with the success of the plan.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 9-12

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

SUBGOAL 1: The learner will classify important health-related problems that stem from relationships between people.

OBJECTIVES		SAMPLE MEASURES	
1.1	Name and describe health-related problems that stem from relationships between people and explain their consequences.	1.1.1	Outline in writing a list of important health-related problems that stem from relationships between people and describe the health consequences of each.
1.2	Summarize the types of relationships associated with important health-related outcomes.	1.2.1	Given a list of health outcomes for a variety of people, develop relationship scenarios that could have resulted in those outcomes.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 9-12

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

SUBGOAL 2: The learner will implement the skills and practices necessary in helping relationships.

OBJECTIVES		SAMPLE MEASURES	
2.1	Identify the major skills and practices essential to a successful helping relationship.	2.1.1	Describe the actions of a person who has exemplified helping qualities and categorize the skills and practices the person employed. Provide specific examples. Identify any important skills not employed, as well.
2.2	Explain the meaning of "acceptance" of self and others, and provide examples of accepting and non-accepting behaviors.	2.2.1	Write an essay on the differences between accepting a person and accepting a person's behaviors. Provide examples to make your points clear.
2.3	Explain characteristics of trusting relationships.	2.3.1	Given filmed scenarios of persons in various relationships, select those relationships that exhibit trust and explain choices.
2.4	Model the skill of empathic listening.	2.4.1	Respond with empathy to videotaped segments of a person who is discussing a personal concern.
2.5	Describe the characteristics of a situation in which confrontation is a useful helping skill.	2.5.1	Given brief descriptions of problem relationships, identify those for which confrontation might be useful and explain why.

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 9-12

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

SUBGOAL 3: The learner will demonstrate conflict resolution skills.

OBJECTIVES		SAMPLE MEASURES	
3.1	Deduce own typical conflict resolving methods.	3.1.1	Presented with a variety of written conflict situations, identify likely responses to each then examine responses for evidence of a pattern.
3.2	Select a preferred conflict resolving style.	3.2.1	Analyze types of conflict resolving methods, and select a preferred type that would feel comfortable and offer success.
3.3	Formulate a set of "rules" to follow in resolving conflicts.	3.3.1	Having selected a referred conflict resolving strategy for self, prepare a sequential list of actions necessary to implement the strategy in a conflict situation.
3.4	Describe principles of negotiation.	3.4.1	Given a script of a successful negotiation, identify the principles that were employed and list at least one example for each.
3.5	Implement a conflict resolution strategy of own choosing.	3.5.1	Given a partial role play (in advance) that describes a conflict relationship, complete the role play using own conflict resolving strategy.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 9-12

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

SUBGOAL 4: The learner will formulate caring and fair principles to guide own dating relationships.

OBJECTIVES		SAMPLE MEASURES	
4.1	Critique a list of dating principles, indicating and justifying own agreement or disagreement with each one.	4.1.1	Given a list of dating principles, thoroughly explain your agreement or disagreement with each one.
4.2	Prepare a list of dating principles that would always be fair and caring to both parties.	4.2.1	Assume you are a person being dated by yourself and evaluate a list of dating principles prepared for yourself.
4.3	Describe specific behaviors that would: (a) confirm, or (b) deny caring and fair principles of dating relationships.	4.3.1	Given dating scenarios, evaluate the extent to which depicted behaviors confirm or deny caring and fair principles.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 9-12

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

SUBGOAL 5: The learner will demonstrate effective methods of dealing with own anger.

OBJECTIVES		SAMPLE MEASURES	
5.1	Distinguish between the acceptability of anger and the unacceptability of hostile behaviors.	5.1.1	Write a brief essay describing the difference between the feeling of anger and the hostile behaviors sometimes associated with it.
5.2	Recognize angry feelings as the internal creations of individuals.	5.2.1	Respond to the following proposition: "No thing or event or person makes you angry. You choose to make yourself angry." Explain your response and provide examples in support.
5.3	Describe how anger can result from threat to self-esteem and from unrealistic expectations.	5.3.1	Given scenarios of situations in which people are feeling angry, in groups speculate how the anger could have resulted from threat to self-esteem or from unrealistic expectations.
5.4	Analyze situations to determine appropriate methods of controlling anger and hostile behavior.	5.4.1	Recall several instances when you or someone you know well lost control of anger and identify where and how various anger controlling strategies could have been employed.
5.5	Employ assertiveness as a substitute for hostility.	5.5.1	Role play assertive responses utilizing the DESC formula to construct your responses.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Relationships

GRADE LEVEL: 9-12

COMPETENCY GOAL 4: The learner will demonstrate the application of relationship skills to the prevention of health risks.

SUBGOAL 6: The learner will seek appropriate help in dealing with serious relationship problems.

OBJECTIVES		SAMPLE MEASURES	
6.1	Summarize sources of, and means of accessing, crisis help for such problems as rape and child abuse.	6.1.1	List sources of help and describe appropriate situations for and means of contacting the sources.
6.2	Recognize the right that all people have to contact police about any type of assault.	6.2.1	Define the term "assault."

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

SUBGOAL 1: The learner will characterize both the typical and special nutritional needs of adolescents and of pregnant women.

OBJECTIVES		SAMPLE MEASURES	
1.1	Identify causes of changes in nutrient needs accompanying maturation.	1.1.1	Using growth and development charts and other graphic resources, prepare a short presentation illustrating how adolescent changes in body composition, body shape, and nature of physical activity influence nutrient needs.
1.2	Name the most common nutrient deficiencies in teen diets and describe their importance.	1.2.1	List the most common nutrient deficiencies in teen diets and, for each, describe a health-related problem that could result.
1.3	Identify the most common excesses in teen diets and describe their associated health risks.	1.3.1	Spend an hour in a fast food restaurant, record types and frequency of foods eaten by teens, identify those nutrients that appear to be consumed in excess, and predict health results for the diners.
1.4	Summarize the nature of the problems of overweight, under weight, anorexia, and bulimia.	1.4.1	Use health reference material to prepare a written report on the causes of and problems associated with overweight, underweight, anorexia, and bulimia.
1.5	Describe the special nutritional needs of pregnant women.	1.5.1	Locate resource materials and compare the dietary needs of a pregnant woman with an adolescent who is not.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

SUBGOAL 2: The learner will assess own nutrition/weight status

OBJECTIVES		SAMPLE MEASURES	
2.1	Describe and analyze several subjective assessments of own weight status.	2.1.1	In writing, describe yourself (1) as you see yourself, (2) as you believe your peers see you, and (3) as you compare to your "ideal" self.
2.2	Compile and interperet samples of means of objectively assesing own nutrition/weight status.	2.2.1	Participate in several objective assessments (e.g. body fat measure, activity log, food diary) of your nutrition/weight status, make a folder of results, and write a summation of the meaning of the data.

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

SUBGOAL 3: The learner will analyze influences on own eating behaviors.

OBJECTIVES		SAMPLE MEASURES	
3.1	Delineate the influence of habits, and personal and cultural preferences, on own eating behaviors.	3.1.1	Examine the data from your own food intake log and (1) specify which eating behaviors probably result from habits and personal and cultural preferences, and (2) explain the rationale for your interpretations.
3.2	Analyze the impact of daily schedule on own eating behaviors.	3.2.1	Examine the data from your own food intake log and report on any patterns of eating behavior (including not eating) that appear to be determined mostly by your schedule of activities.
3.3	Interpret the role of stress on own eating behaviors.	3.3.1	Recall your "stress" levels at specific times during the last week and (1) record your eating behaviors during times of stress, and (2) summarize any patterns you observe.
3.4	Define past patterns of experience with "diet" plans and aids.	3.4.1	In groups, recall past experiences with diet plans and aids and synopsize commonalities of experience.
3.5	Quantify the extent to which food choice availability influences eating behaviors.	3.5.1	Utilizing your own food intake log, count incidents of eating behavior in which food choice was determined by availability. Compare this number with total number of incidents of eating behavior and interpret the significance of the result.
3.6	Associate the nature and amount of eating behaviors with other regularly occurring activities.	3.6.1	Using your own food intake log, itemize food choices according to types of activities engaged in over a week's time. Observe and summarize any noticeable patterns.

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

SUBGOAL 4: The learner will assess nutrient content of own diet.

OBJECTIVES		SAMPLE MEASURES	
4.1	Utilize a daily food intake log to measure nutrient consumption according to six classes of nutrients and five food groups.	4.1.1	Using your own food intake log, prepare a chart illustrating nutrient consumption according to the six classes of nutrients and five food groups.
4.2	Recognize high-density foods.	4.2.1	Given a list of foods, mark those that can be categorized as high density.
4.3	Interpret nutrient content from information on food labels.	4.3.1	Given samples of similar, packaged foods, rank the foods by nutrient quality and quantity.

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

SUBGOAL 5: The learner will design a nutrition/weight management plan for self.

OBJECTIVES		SAMPLE MEASURES	
5.1	Identify important components of personal nutrition/ weight management plan.	5.1.1	Create the outline for an effective nutrition/weight management plan, including headings and sub-headings for all the important components.
5.2	Select and justify the appropriateness of a behavior self management strategy upon which to base own nutrition/weight management plan.	5.2.1	After setting goals for your own nutrition/weight management plan, select an appropriate behavioral strategy to reach the goals and explain why that strategy is the best for you.
5.3	Utilizing data on personal nutrition/ weight management status, perceptions of influences on own eating behavior, records of actual eating behaviors, and a justifiable behavior self-management strategy, write a personal nutrition/ weight management plan.	5.3.1	Write a complete nutrition/weight management plan for yourself. Then, in groups, critique one another's plans. Re-write as necessary

HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Nutrition/Weight Management

GRADE LEVEL: 9-12

COMPETENCY GOAL 5: The learner will apply behavior self-management skills to nutrition-related health risks.

SUBGOAL 6: The learner will summarize available community resources for help with nutrition/weight management.

OBJECTIVES		SAMPLE MEASURES	
6.1	Describe community resources available for: assessing current nutrition/ weight management status, exercise opportunities, furthering knowledge, and support.	6.1.1	As a class, determine the types of resources available, divide into smaller groups, and each group researches a specific type of resource. Compile data into a class resource directory.
6.2	Develop a set of criteria for evaluating resources related to nutrition/weight management.	6.2.1	Small groups each construct criteria for evaluating a specific nutrition/ weight management product or service. Pool evaluation criteria from small groups and attempt to extract general principles for evaluating types of services and products.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 9-12

COMPETENCY GOAL 6: The learner will explain social and ethical consequences of substance abuse and resources and strategies for treatment and prevention of substance abuse problems.

SUBGOAL 1: The learner will employ methods of counteracting transient depression.

OBJECTIVES		SAMPLE MEASURES	
1.1	Describe the nature of the experience of depression.	1.1.1	Given a list of symptoms of various effective disorders, identify those most characteristic of transient depression.
1.2	Identify potential harmful effects of depression.	1.2.1	In a few sentences for each, describe how depression can be related to each of the following: • immunity • self-violence • injury proneness
1.3	Summarize the drug/depression cycle.	1.3.1	Prepare a graphic presentation of the drug/depression cycle.
1.4	Assess the effectiveness of various activities as means of combatting transient depression.	1.4.1	Given a detailed description of the activities of a depressed person, evaluate the degree to which the activities are beneficial for overcoming transient depression and suggest better alternative strategies where appropriate.
1.5	Describe the conditions under which one should seek help for depression.	1.5.1	Describe the behaviors and characteristics of a person who should consider seeking help for depression.
1.6	Identify sources of help for dealing with depression.	1.6.1	In groups, create a graphic representation of the path (including events, places, etc.) one might follow to arrive at the goal of receiving help for depression.

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HEALTHFUL LIVING EDUCATION

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 9-12

COMPETENCY GOAL 6: The learner will explain social and ethical consequences of substance abuse and resources and strategies for treatment of substance abuse problems.

SUBGOAL 2: The learner will illustrate how substance abuse behaviors of individuals can be detrimental to the well-being of others.

OBJECTIVES		SAMPLE MEASURES	
2.1	Formulate a hypothetical scenario dramatizing a direct or indirect social harm resulting from individual substance abuse.	2.1.1	Given a category of type of harm to public well-being, in small groups brainstorm as many ways as possible that substance abuse by an individual might result in that harm. Make a record of possibilities.
2.2	Formulate a hypothetical scenario illustrating direct harm to oneself resulting from substance abuse by others.	2.2.1	In small groups, analyze the ramifications to individuals of such substance abuse-related practices as drug trafficking, alcohol and drug dependence among workers and students.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 9-12

COMPETENCY GOAL 6: The learner will explain social and ethical consequences of substance abuse and resources and strategies for treatment and prevention of substance abuse problems.

SUBGOAL 3: The learner will assess motives for, consequences of, and ethics of steroid abuse.

OBJECTIVES		SAMPLE MEASURES	
3.1	Name motivations for steroid abuse.	3.1.1	Given a list of motives for abuse of various substances, select those that typically apply to steroids.
3.2	Appraise the ethics of abuse of steroids.	3.2.1	In pairs, reach consensus on a response to the following proposition: Abusers of steroids are cheating themselves of the opportunity for normal growth and is cheating others by seeking an unfair advantage.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 9-12

COMPETENCY GOAL 6: The learner will explain social and ethical consequences of substance abuse and resources and strategies for treatment and prevention of substance abuse problems.

SUBGOAL 4: The learner will define the services available in her/his own community for assistance in dealing with substance abuse problems.

OBJECTIVES		SAMPLE MEASURES	
4.1	Name and describe local services available to high school students for the treatment of substance abuse problems.	4.1.1	In groups, interview personnel at several available services and prepare a directory.
4.2	Identify barriers to use of substance abuse treatment services and suggest means of overcoming them.	4.2.1	In groups, develop a list of reasons why group members might find substance abuse treatment services difficult to access. Interview counselors, health agency, and substance abuse treatment personnel to determine means of overcoming barriers to use.

SKILLS/SUBJECT AREA: Substance Abuse

GRADE LEVEL: 9-12

COMPETENCY GOAL 6: The learner will explain social and ethical consequences of substance abuse and resources and strategies for treatment and prevention of substance abuse problems.

SUBGOAL 5: The learner will explain at least two behavior change strategies for the treatment of substance abuse problems.

OBJECTIVES		SAMPLE MEASURES	
5.1	Describe a typical sequence of steps in at least two substance abuse behavior change treatment strategies.	5.1.1	Write the script of a mock interview with a person who has participated in a substance abuse behavior change treatment strategy, detailing what the person has experienced.
5.2	Summarize the rationale for each step in the sequence described in 5.1 above.	5.2.1	In groups, select a substance abuse behavior change treatment strategy and prepare a presentation to the rest of the class explaining the purposes of the steps in the strategy.

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 9-12

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.1: Demonstrate and evaluate the values of regular physical activity.	**MEASURE 7.1.1:** Assess and defend the physical, social, emotional, and mental benefits of at least three physical activities. **For example:** Ultimate Frisbee, tennis, and volleyball may be units that you present within your curriculum. Students will design a grid listing over-all physical benefits, social benefits, emotional benefits, and mental benefits of the three activities. The activities would then be compared in relationship to each other and how they enhance health-related fitness. This may include using comparisons dealing with abdominal endurance, lower back flexibility, upper body strength, aerobic capacity, and body composition.
OBJECTIVE 7.2: Demonstrate and assess an acceptable level of health-related fitness.	**MEASURE 7.2.1:** Complete a health-related fitness assessment and score at an acceptable level. **AND/OR:** Plan and complete a Student Fitness Contract where the student sets his or her own goals, has opportunities to have periodic self-testing on the goals, and has an incentive plan for reaching the pre-determined goals. **Contact:** American Alliance for Health, Physical Education, Recreation and Dance 1900 Association Drive Reston, Virginia 22091 1 (800) 321-0789/(703) 476-3481

SKILLS/SUBJECT AREA: Personal Fitness Skills

GRADE LEVEL: 9-12

COMPETENCY GOAL 7: The learner will develop an acceptable level of health-related fitness and demonstrate skills to promote personal fitness.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 7.3: Develop and demonstrate the values of cardiovascular fitness.	**MEASURE 7.3.1:** Defend and demonstrate the positive benefits of exercise to the circulatory and respiratory systems. **MEASURE 7.3.2:** Demonstrate the ability to determine resting heart rate and training zone. **MEASURE 7.3.3:** Demonstrate the ability to exercise aerobically at one's training zone for at least 20 minutes without interruption.
OBJECTIVE 7.4: Develop and demonstrate the values of flexibility.	**MEASURE 7.4.1:** Perform a variety of stretching exercises and appraise the benefits of stretching in a personal fitness program.
OBJECTIVE 7.5: Identify and analyze the principles of cardiovascular and strength development.	**MEASURE 7.5.1:** Evaluate and defend the use of the F.I.T. Principle (Proper **Frequency** of a training program, progressive **Intensity** of strength development, and the appropriate amount of **Time** for each exercise session).
OBJECTIVE 7.6: Explain and demonstrate the use of proper safety techniques, practices, and guidelines as related to fitness.	**MEASURE 7.6.1:** Determine and apply safety techniques such as using the proper warm-up and cool-down procedures and the correct handling of availability strength development equipment. **MEASURE 7.6.2:** Explain and demonstrate proper spotting techniques and the use of safe workloads. **MEASURE 7.6.3:** Defend and apply proper nutritional guidelines such as re-hydration and other nutritional guidelines related to weight management and personal fitness.
OBJECTIVE 7.7: Design and create a personal fitness program.	**MEASURE 7.7.1:** Design and participate in a short term (Example: six-weeks, nine weeks, semester) "Personal Fitness Journal" addressing such topics as: diet and nutritional choices, the importance of cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition.

SKILLS/SUBJECT AREA: Recreational Dance Skills

GRADE LEVEL: 9-12

COMPETENCY GOAL 8: The learner will develop skills to enhance his or her physical, cultural, emotional, and social abilities through recreational dance.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 8.1: Know and demonstrate folk, square, and social dance skills.	**MEASURE 2.1.1:** Demonstrate skills in square dancing that include a variety of elements such as: • Four ladies chain • Grand square • Bend the line • Split the ring • Shoot the star **MEASURE 2.1.2:** Demonstrate skills in folk dancing. These can include a variety of skills or dances such as: • Schottische • Two-step • Polka • Clogging **MEASURE 2.1.3:** Demonstrate skills in contemporary and traditional social dancing. These can include a variety of skills or dances such as: • Line Dances • Cha-Cha • Foxtrot • Shag • Swing (Jitterbug) • Waltz
OBJECTIVE 8.2: Evaluate dancing skills in terms of non-locomotor, locomotor, combination movements, and effort qualities.	**MEASURE 2.2.1:** Using a written report or another evaluation tool, examine and analyze a variety of dance skills in movement terms. The effort qualities of time, space, force, and flow should be an integral part of the process as well.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 9-12

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.1: Demonstrate the skills to ensure successful participation in team sport activities such as: • Softball • Volleyball • Basketball • Soccer • Team Handball	**MEASURE 9.1.1:** Combine three or more of the fundamental skills in a successful practice situation and/or lead-up game. **MEASURE 9.1.2:** Integrate the sport skills with equipment, other players, boundaries, and rules in a game situation. **MEASURE 9.1.3:** Demonstrate the basic skills needed to enhance the student's ability to pursue the activity independently. **Example:** In a volleyball unit, the student should be able to integrate the volleyball skills to include the correct use of equipment, performing the volleyball skills of serving, forearm pass (bump), overhand set, spiking, retrieving a netted ball, and game strategy.
OBJECTIVE 9.2: Demonstrate the skills necessary to ensure successful participation in individual and/or dual sports such as: • Tennis and/or Pickleball • Golf • Bowling • Table Tennis • Badminton	**MEASURE 9.2.1:** Combine three or more of the fundamental skills in a successful practice situation or lead-up game. **MEASURE 9.2.2:** Integrate the sport skills with equipment, other players, boundaries, and rules in a game situation. **MEASURE 9.2.3:** Demonstrate the basic skills and knowledge as to enhance the student's ability to pursue the activity independently. **Example:** In a tennis/pickleball unit, the student should be able to integrate the tennis/pickleball skills to include the correct use of equipment, performing the racquet skills of serving, volley, forehand stroke, backhand stroke, and game strategy. Practical information such as what to look for when buying tennis equipment, general safety consideration, and tennis etiquette.

SKILLS/SUBJECT AREA: Game and Sport Skills

GRADE LEVEL: 9-12

COMPETENCY GOAL 9: The learner will develop skills that contribute to positive physical, social and emotional growth as a student and adult through active participation in games and sports.

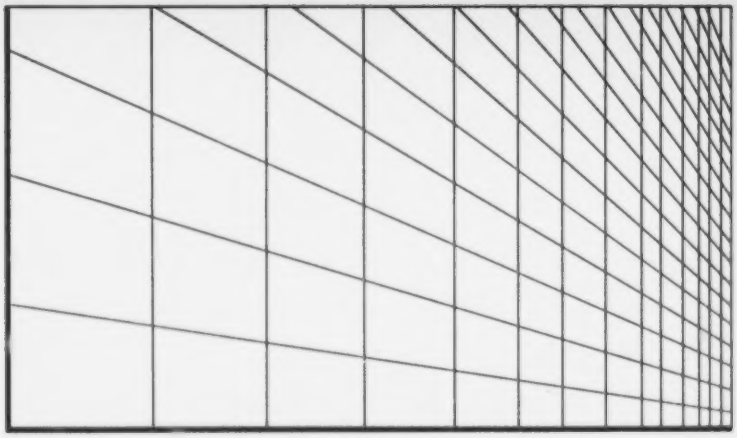
OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 9.3: Demonstrate the skills needed to ensure successful participation in a variety of aerobic activities such as: • Power Walking • Jogging • Aerobic Dance • Roller Skating • Cycling	**MEASURE 9.3.1:** Demonstrate the basic skills and concepts as to enhance the student's ability to pursue the activity independently. These skills should include the assessment of proper selection of shoes and clothing, the integration of health-related concepts and skills (target heart rate, appropriate pace, and training zone), general safety skills, and nutritional guidelines for strenuous aerobic activity.
OBJECTIVE 9.4: Where facilities and equipment are available, demonstrate a variety of outdoor education skills such as: • Casting and angling • Backpacking and/or camping • Challenge and/or rope courses • Snow skiing • Archery • Sailing	**MEASURE 9.4.1:** Evaluate the social, emotional, and physical benefits of outdoor education activities, especially as a stress management technique. **MEASURE 9.4.2:** Demonstrate the basic skills and concepts as to enhance the student's ability to pursue the activity independently. **Example:** In a backpacking and/or camping unit, the student should be able to integrate the backpacking skills to include the correct use of equipment, ideas and techniques for camping on a limited budget, proper clothing, food and cooking, camping techniques, general safety, map and compass usage, and knowledge of general camping community resources.
OBJECTIVE 9.5: Where facilities and equipment are available, demonstrate a variety of swimming skills.	**MEASURE 9.5.1:** Demonstrate the swimming skills of floating, treading water, and surface diving. **MEASURE 3.5.2:** Demonstrate the swimming skills of the crawl stroke, backstroke, and the breaststroke.

SKILLS/SUBJECT AREA: Developmental Gymnastic Skills

GRADE LEVEL: 9-12

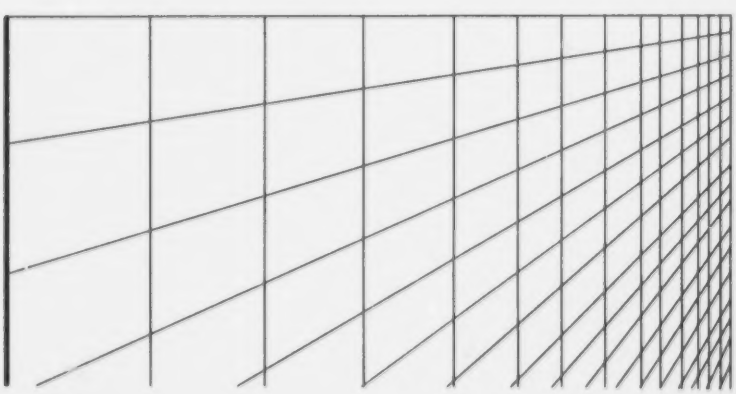
COMPETENCY GOAL 10: The learner will demonstrate a wide variety of body management skills through successful participation in developmental gymnastics.

OBJECTIVES	SAMPLE MEASURES
OBJECTIVE 10.1: Demonstrate developmentally appropriate gymnastics skills and competence.	**MEASURE 10.1.1:** Using the available gymnastic apparatus (balance beam, bars, long horse/side horse, rings, mats, hoops, ropes, ribbons, and/or balls), perform a combination of at least eight gymnastic skills into a routine that displays balance, strength, and flexibility at the individual's level of performance.
OBJECTIVE 10.2: Create, perform, and evaluate gymnastic routines.	**MEASURE 10.2.1:** Create, perform, and evaluate routines using a variety of gymnastic apparatus such as balance beam, bars, long horse/side horse, rings, mats, hoops, ropes, ribbons, and/or balls.



Appendices

Healthful Living



Appendix A

HIV/AIDS EDUCATION GUIDELINES

Legislative Basis for Guidelines

Instruction in the prevention of Acquired Immune Deficiency Syndrome (AIDS) virus infection and other communicable diseases shall be offered in the public schools and shall be conducted under guidelines to be developed by the State Board of Education emphasizing parental involvement, abstinence from sex and drugs, and other accurate and appropriate information to prevent the spread of diseases. [North Carolina General Statute 115C-81(a2), ratified July 17, 1987]

Purpose

HIV/AIDS education for public school students is intended to help prevent the spread of the incurable communicable disease, AIDS. Students shall (1) be informed about how to protect themselves and others from the disease, (2) be capable of distinguishing between HIV/AIDS myths and HIV/AIDS facts, and (3) be prepared to think and act responsibly in matters related to AIDS. At the appropriate ages, it shall be emphasized to students that abstinence from sexual intercourse and intravenous drug use is the surest, safest, best way to avoid AIDS.

Instructional Content

Primary/Elementary School Students

• Description and Rationale: Since, except in very unusual circumstances, primary and elementary level students are not at risk of AIDS by any means preventable by their own actions, and since AIDS is a rare disease in these age groups, no specific, formal HIV/AIDS prevention curriculum is necessary for young children.

Instead, "teachable moments" should be used to debunk myths about HIV/AIDS, to reassure students of their own safety, and to answer student questions as they arise, without introducing unnecessary information beyond the maturity level of the students.

Instructional opportunities will occur naturally as a result of normal instruction throughout the health education program, and students will acquire much of the basic information and skills they will need to fully understand and deal successfully with HIV/AIDS prevention later in their school careers.

Students also should receive special coaching regarding (l) sensitivity to the feelings and condition of the people who have HIV infection or AIDS, (2) lack of risk to themselves, and (3) appropriate hygienic measures, if necessary.

• Objectives: The learner will...

1. **know that AIDS is a rare disease among his or her age group**

2. **be aware that people do not get AIDS in the course of normal, everyday activities**

3. **know that it is not dangerous to live or attend school with someone who has HIV infection or AIDS**

4. **recognize common AIDS myths as false**

5. **practice standard hygienic measures to prevent contact with the body fluids of others**

Middle Level/Senior High School Students

• Description and Rationale: The North Carolina Standard Course of Study, and the Teacher Handbook for Healthful Living K-12 both indicate that the development of skills to manage risky sexual behaviors is part of the middle level health education curriculum program. The Teacher Handbook specifically recommends Grade Seven. The content outlined in these guidelines is recommended as a supplement to this existing instruction.

Schools should also take advantage of additional opportunities to present and/or reinforce HIV/AIDS prevention information in the drug education, self-protection, relationships, and other appropriate strands of the middle level/senior high school health education curriculum. Further aspects of HIV/AIDS prevention can correlate to programs in biology, social studies, home economics, and health occupations.

Although the seventh grade is recommended for instruction in sexually-transmitted diseases, local schools may determine that the AIDS risk level of their students (due to sexual or drug use activity) suggests that the content outlined in these guidelines should be offered at a different middle school level.

The main thrusts of the content outlined in these guidelines are to teach students how to protect themselves and others from HIV/AIDS, to encourage responsible thought and behavior in all matters regarding HIV/AIDS, and to counteract the influence of myths in students' thinking about HIV/AIDS. The three means recommended for young people to protect themselves from HIV/AIDS, in order of effectiveness and curricular emphasis, are:

1. **abstaining from sexual intercourse and abstaining from intravenous drug use**

2. **maintaining a lifelong monogamous sexual relationship with an uninfected partner who does not use drugs intravenously, and never using a contaminated needle or syringe oneself**

3. **using condoms for protection during sexual activity (While not infallible -- meaning they are not 100% safe -- condom use is the best means of disease prevention for those who engage in sexual intercourse.**

It is the responsibility of teachers to assure that all students are aware that abstinence from sexual intercourse and intravenous drug use is the only sure way to avoid HIV/AIDS and that abstinence is the primary HIV/AIDS prevention method recommended by the school for adoption by students. However, because AIDS is a deadly communicable disease and a serious public health problem, it is also necessary that students be familiar with the other, less effective and less desirable, means of protecting themselves from AIDS. Schools have a public health responsibility not to deliberately withhold from adolescents information that they can use to prevent disease, pain, suffering, and their own deaths.

Students also should receive special coaching regarding (l) sensitivity to the feelings and condition of the people who have HIV/AIDS, (2) lack of risk to themselves, and (3) appropriate hygienic measures, if necessary.

• Objectives: The learner will...

1. **define AIDS**
2. **name the virus that causes AIDS**
3. **describe how AIDS affects the human immune system**
4. **list the most common methods by which the human immunodeficiency virus is transmitted**
5. **identify and characterize the opportunistic diseases associated with HIV infection**
6. **name the populations exhibiting the highest levels of HIV infection**
7. **identify the behaviors that can cause any person to be at risk of HIV infection**

8. name, in order of effectiveness, the behaviors that protect one from HIV/AIDS
9. identify abstinence from sexual intercourse and intravenous drug use as the best prevention methods
10. describe factors that can predispose, encourage, or reinforce the behaviors that protect one from HIV/AIDS
11. identify and refute common fallacies about AIDS and its transmission of HIV
12. briefly describe public health measures and services used to control a communicable disease such as HIV/AIDS

Resources

All HIV/AIDS education resource materials should be carefully screened to assure that they comply with these guidelines. All resource persons participating in a school HIV/AIDS education program should follow the North Carolina State Board of Education's guidelines in their work with students or staff.

School and Community Readiness

All School Personnel

As necessary, all school employees should participate in a brief AIDS seminar or otherwise be instructed in (1) the basics of HIV/AIDS prevention and its transmission of HIV, (2) how to protect themselves from HIV infection, (3) how the school plans to offer AIDS education, and (4) applicable state and local policies. Informed personnel can help stop AIDS myths and rumors, accurately interpret the AIDS education program to the community, consistently apply local policies, understand their own responsibilities for AIDS education, and reduce their own vulnerability, if any, to HIV/AIDS.

Selected Teachers

Those teachers who are directly responsible for carrying out any part of the HIV/AIDS education curriculum program should be informed of (1) their specific responsibilities, (2) sources of appropriate material and human resources, and (3) opportunities to develop their own knowledge of HIV/AIDS, according to their teaching responsibilities. In addition, these teachers should participate in Parents' Meetings prior to initiation of HIV/AIDS prevention classes in school.

Parents

Prior to beginning, or prior to modifying, an HIV/AIDS education program, all schools should conduct AIDS Awareness Parents Meetings as a public service to the community and so that the parents will (1) be aware of what their children are learning and why, (2) be able to reinforce instruction in the home, (3) have an opportunity to augment the school curriculum with home moral instruction as desired, and (4) be able to reduce their own vulnerability, if any, to HIV infection.

During the meetings, parents should be informed about HIV/AIDS, should have the opportunity to preview the methods, materials, and objectives to be used in teaching students about AIDS, and should be involved in discussing ways of reinforcing and extending the students' education at home, particularly in regard to the moral aspects of sexuality and drug use.

Because of the seriousness of AIDS, schools will of course want to involve as many parents as possible in AIDS Awareness Parents Meetings. Local media (newspapers, television, and radio) are usually cooperative in announcing such meetings if schools provide the information to them in writing.

Community

Prior to beginning, or prior to modifying, an HIV/AIDS education program, schools should also conduct AIDS Awareness Meetings for other agencies and organizations in the community. Among these are the ministerial association, service clubs, social services, public health, mental health, police and/or sheriffs departments, and juvenile court counselors. The format used for the AIDS Awareness Parents Meetings would also be appropriate for these meetings.

While the purpose of these meetings is the same as that indicated above under Parents, there is an additional and equally important purpose in conducting these meetings. Many parents may be unable to attend the parents' meetings. However, these parents may come into contact with representatives of other agencies or organizations in the community such as service clubs, social workers, mental health staff, or juvenile court counselors. The cooperation of other agencies and organizations in the community is vital in helping to (1) inform parents about HIV/AIDS and (2) inform parents about the importance of their involvement in reinforcing with their children the instruction provided by the schools.

These guidelines were first adopted by the North Carolina State Board on December 3, 1987, and modified on June 3, 1993.

Appendix B

PHYSICAL EDUCATION: SKILL OVERVIEW, APPROPRIATE PRACTICES, AND SUGGESTED RESOURCES

The following pages contain information that should prove helpful in the implementation of the revised Phyical Education curriculum:

- **Skill Overview:** This gives a quick overview of the content of the Physical Education curriculum. This is an easy-to-understand summary of the content area progressions from grade to grade.

- **Appropriate Practices:** As we enter the 21st century, the importance and value of quality Physical Education and personal fitness is being recognized as never before. This growing awareness is accompanied with the knowledge that childhood is the time to begin the development of active and healthy lifestyles. In recent years, a growing body of research, theory, and practical experience has sharpened our understanding about the beneficial aspects of our Physical Education programs and those aspects that are counterproductive.

  This section was written with the intentions that administrators, parents, school boards, physical educators and other policy makers will recognize Physical Education practices that are in the best interests of students and those that may be questionable or counter productive. While not all-inclusive, these components represent most of the characteristics of appropriate practices for quality Physical Education.

- **Resources:** This gives a suggested listing of companies who provide professional growth materials and resources needed to implement the revised curriculum.

Healthful Living Education
Physical Education K-3 Skill Overview

The following chart shows the Physical Education objectives found at the K-3 grades. Key words or topics have been used to give you a better understanding of the skills at each grade level.

Kindergarten	First Grade	Second Grade	Third Grade
Personal Fitness Skills • Fitness Assessment • Basic heart rate monitoring knowledge • Knowledge of Flexibility Exercises • Knowledge of Strength and Endurance Exercises	**Personal Fitness Skills** • Fitness Test • Demonstrate Cardiovascular "pacing" • Knowledge of Flexibility Exercises • Knowledge of Strength and Endurance Exercises	**Personal Fitness Skills** • Fitness Test • Recognize the Concept of "Recovery Heart Rate" • Nutrition and Fitness	**Personal Fitness Skills** • Fitness Test • Recognize Resting, Exercise, and Recovery Rates • Understand the Components of Health-Related Fitness
Recreational Dance Skills • Non-Locomotor Skills • Locomotor and Combination Skills • Creative Sequences and Simple Patterned Dances	**Recreational Dance Skills** • Movement Sequences • Time, Force, Space, Flow • Moving to an Instrumental Cue • Creative Sequences and Simple Patterned Dances	**Recreational Dance Skills** • Moving using Even and Uneven Patterns • Simple Square and Folk Dances • Create and Refine a Movement Sequence	**Recreational Dance Skills** • American and International Folk Dances • Create Movement Sequences While Manipulating Objects
Game and Sport Skills • Locomotor and Combination Skills • Movement Control for Safety • Catching, Kicking, Throwing, and Striking Skills • Listening and Following Directions	**Game and Sport Skills** • Throwing and Catching Skills • Kicking Skills • Striking Skills • Safety Skills and Working Cooperatively • Jump Rope Skills	**Game and Sport Skills** • Catching Skills • Trapping Skills • Striking Skills • Helping Others • Responsibility • Jump Rope Skills	**Game and Sport Skills** • Catching and Throwing Skills • Changing Directions and Levels • Kicking, Dribbling, Passing, and Trapping Skills • Striking with Extensions • Behavior Skills • Demonstrate a Sense of Accomplishment • Jump Rope Skills
Developmental Gymnastic Skills • Self-Space and General Space • Non-Locomotor, Locomotor, and Combination Skills • Simple Routine	**Developmental Gymnastic Skills** • Static and Dynamic Balance Skills • Forward and Backward Rolling Patterns • "Safety" Rolls • Create Routines	**Developmental Gymnastic Skills** • Moving on a Low Balance Beam • Static Balance Skills • Inverted Movements • Create Routines	**Developmental Gymnastic Skills** • Inverted Movements • Forward and Backward Rolling Sequences • Create Routines

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Appropriate K-3 Physical Education Practices *

As we enter the 21st century, the importance and value of quality Physical Education and personal fitness is being recognized as never before. This growing awareness is accompanied with the knowledge that childhood is the time to begin the development of active and healthy lifestyles. In recent years, a growing body of research, theory, and practical experience has sharpened our understanding about the beneficial aspects of our Physical Education programs and those aspects that are counterproductive.

The following section is written with the intentions that administrators, parents, school boards, physical educators and other policy makers will recognize Physical Education practices that are in the best interests of students and those that may be questionable or counterproductive. While not all-inclusive, these components represent most of the characteristics of appropriate practices for quality Physical Education.

Components of Appropriate and Questionable Physical Education Practices

1.0 Student Success Rate	
Appropriate	**Questionable**
Students are given the opportunity to practice skills at high rates of success adjusted for their individual skill levels.	Students are asked to perform activities which are too easy or too hard, causing frustration, boredom, and/or misbehavior. All students are expected to perform to the same standards without allowing for individual abilities and interests.
2.0 Use of Competition	
Appropriate	**Questionable**
Physical Education activities are selected and taught in a manner that emphasizes individual self-improvement, participation, and cooperation instead of "winning" and "losing." Teachers take advantage of using collective group scores, cooperative activities, or individual skill challenges to make "every child a winner!"	Students are required to participate in activities that label students as "winners" and "losers." Students are required to participate in activities that compare one child's or team's performance against others.

* Adapted from the draft document "Developmentally Appropriate Physical Education for Children," National Association for Sport and Physical Education, 1900 Association Drive, Reston, Virginia 22091 (703) 476-3410.

3.0 Gender Stereotyping	
Appropriate	**Questionable**
Girls and boys are provided equal access to participation in individual, partner, small group, and team activities. Both boys and girls are equally encouraged, supported and socialized towards successful achievement in all realms of Physical Education. Statements by Physical Education teachers tend to support leadership opportunities and provide positive reinforcement in a variety of activities which may be considered gender-neutral.	Girls are encouraged to participate in activities which stress traditionally feminine roles, whereas boys are encouraged to participate in aggressive activities. Boys are more often provided with leadership roles in Physical Education class. The statements by Physical Education teachers tend to reinforce traditional socialization patterns which provide for greater and more aggressive participation by boys and lesser and more passive participation by girls.
4.0 Selecting Teams/Activity Groups	
Appropriate	**Questionable**
Teams and/or groups are formed in ways that preserve the dignity and self-respect of every child.	Teams are formed by "captains" publicly selecting one child at a time, thereby exposing the lower-skilled students to peer ridicule. Teams are formed by having the "boys against the girls," thereby emphasizing the gender differences rather than co-operating and working together.
5.0 Exercises as Punishment	
Appropriate	**Questionable**
Fitness activities are used to help students increase their physical fitness levels in a supportive, motivating, and progressive manner. The promotion of lifetime fitness attitudes is reached in a non-threatening manner.	Physical fitness activities are used by teachers as punishment for students' misbehavior. Examples: Students running laps, doing push-ups, or other exercises because they are off-task or slow to respond to teacher instruction.
6.0 Student Instructional Time-on-Task	
Appropriate	**Questionable**
All students are involved in activities which allow for maximum "time on task." Classes are designed to meet a child's need for active and involved participation in all learning experiences.	Activity time is limited because students are waiting in long lines for a turn in relay races or loss of instructional time-on-task due to limited equipment for the students. Students participate in "elimination-style" activities with no chance to re-enter the activity, or they must sit out for long periods of time.

7.0 Calisthenics for a Purpose **Appropriate** Appropriate exercises are taught for the specific purpose of improving the skill, coordination, and/or fitness levels of students. Students are taught exercises that keep the body in proper alignment and allow the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments and tendons. Students participate in activities that are designed to help them to understand and value the important concepts of physical fitness and the contribution they make to a healthy lifestyle.	**Questionable** Students in Physical Education perform routine calisthenics with no specific purpose in mind. Students are directed to perform contra-indicated exercises which compromise body alignment and place unnecessary stress on joints and muscles. Examples: Deep knee bends and bouncing stretches. Students are required to participate in fitness activities, but are not helped to understand the reasons why.
8.0 Physical Fitness Testing **Appropriate** As a part of the on-going program of Physical Education, students are physically prepared so they can safely (physically and emotionally) complete each component of a physical fitness test. Test results are shared privately with the students and their parents as a tool for developing their physical fitness knowledge, understanding, and competence.	**Questionable** Students are required to take physical fitness tests without adequate conditioning. Example: Students are made to run a mile after "practicing" it only one day the week before. Students are required to complete a physical fitness test without understanding why they are performing the test nor the implications of their future health and well-being.
9.0 Physical Education Organization, Recess, and "Play Time." **Appropriate** Physical Education classes are planned and organized to provide students with opportunities to acquire the physical, emotional, cognitive, and social benefits of Physical Education. Educators recognize the significance of daily and quality Physical Education in the student's total educational experience.	**Questionable** "Free play," or recess is used as a substitute for organized Physical Education lessons. The curriculum lacks goals and is based primarily upon the teacher's interests or "games the students like." As a traditionally accepted method of punishment, classes and/or individuals are restricted from scheduled Physical Education instruction.
10.0 Field Days **Appropriate** A Field Day, if offered, is designed so every student is a full participant and derives a feeling of satisfaction and joy from a festival of physical activity. Opportunities are provided for students to voluntarily choose from a variety of activities that are intended purely for enjoyment.	**Questionable** Field Days, if offered, are designed so that there is intense team, group, or individual competition with "winners" and "losers" clearly identified. One or two students are selected to represent an entire class, thereby reducing others to the role of spectators.

11.0 Curriculum Development and Content	
Personal Fitness: **Appropriate** Personal fitness skills are integrated throughout the yearly Physical Education curriculum. Example: strength and endurance principles, heart-rate monitoring, stress management, the role of nutritional practices, and other fitness concepts are practiced and reinforced during other Physical Education activities.	**Questionable** Fitness concepts are taught in isolation and/or never incorporated into the yearly curriculum. Students do not understand how to develop fitness, the importance of exercise in relationship to weight management, coping with stress, how to practice sound nutrition behaviors, and other values of personal fitness.
Recreational Dance: **Appropriate** The Physical Education curriculum includes a variety of rhythmical, expressive, and dance experiences designed with the physical, cultural, emotional, and social abilities of the students in mind.	**Questionable** The Physical Education curriculum includes no rhythmical, expressive, or cultural dance experiences for students. Folk and square dances (designed for adults) are taught too early or to the exclusion of other dance forms. Dances are not modified to meet the needs of the students.
Game and Sport Skills: **Appropriate** Game skills are taught using a variety of drills and games that have been selected, designed, sequenced, and modified by teachers to maximize the learning and enjoyment for the students.	**Questionable** Games are used with no obvious purpose or goal other than to keep the students "busy, happy, and out of trouble." Official adult rules of team sports govern the activities in Physical Education classes resulting in low rates of success, lack of enjoyment, and frustration for many students.
Developmental Gymnastics: **Appropriate** Students are encouraged to develop skills appropriate to their ability and confidence levels in non-competitive situations. These include the broad skill areas of balancing, rolling, jumping and landing, and weight transfer. Students are able to practice on apparatus designed for their confidence and skill level, and can design sequences which allow for success at their personal skill level.	**Questionable** All students are expected to perform predetermined stunts and routines without regard to the students' current skill level, previous experiences, body composition, and levels of confidence. Students are expected to perform set routines without regard for different levels of skill development. Routines are performed solo, as the primary basis of a grade, while the rest of the class watches.
Teacher as the Instructional Leader: **Appropriate** Teachers establish and maintain a positive, safe, and effective learning environment that fosters a meaningful Physical Education experience for all students with a strong focus on instructional success.	**Questionable** Teachers use Physical Education class time to pursue other duties. This includes, but is not limited to: coaching, preparation time for non-instructional duties and/or planning time for before or after school programs.

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Healthful Living Education
Physical Education 4-5 Skill Overview

The following chart shows the Physical Education objectives found at the 4-5 grades. Key words or topics have been used to give you a better understanding of the skills at each grade level.

Fourth Grade	Fifth Grade
Personal Fitness Skills • Complete a Fitness Test • Name the Benefits of Physical Fitness • Perform and Explain the Importance of Activities that Enhance Health-Related Fitness • Nutrition and Exercise in Weight Management	**Personal Fitness Skills** • Complete a Fitness Test • Demonstrate Flexibility through Physical Activity • Determine an Appropriate Intensity while Participating in Cardiovascular Activities • Demonstrate Knowledge of FIT Guidelines • Relation between Physical Activity and Body Fat
Recreational Dance Skills • Demonstrate Movements found in Folk Dance, Line Dance, or Other Rhythmic Activities • Square Dance Skills • Create Dances using Elements found in Square, Folk, Line and/or other Rhythmic Activities	**Recreational Dance Skills** • Demonstrate Various Dance Steps • Demonstrate Popular Folk and Square Dances • Mixer and Couple Dances • Create a Dance Combining the Elements of Speed, Intensity, Direction, and Level
Game and Sport Skills • Demonstrate Ball Handing Skills • Demonstrate Accuracy and Target Skills in a Variety of Games and Sports • Develop Social Skills through Participation in Games and Sports • Create Jump Rope Routines	**Game and Sport Skills** • Demonstrate Throwing, Passing, Dribbling, Catching, and Shooting Skills • Demonstrate Forehand and Backhand Striking • Demonstrate Running and Jumping Skills • Non-Traditional Games and Activities • Jump Rope with a Partner or Small Group
Gymnastic Skills • Develop Inverted Balances • Demonstrate a momentary Inverted Position Using the Hands for Support • Create Simple Routines	**Gymnastic Skills** • Create Balance and Rolling Combinations • Create Gymnastic Routines Using Balance, Jumping, Landing, Weight Transfer, and Rolling Movements

Appropriate 4-5 Physical Education Practices *

As we enter the 21st century, the importance and value of quality Physical Education and personal fitness is being recognized as never before. This growing awareness is accompanied with the knowledge that childhood is the time to begin the development of active and healthy lifestyles. In recent years, a growing body of research, theory, and practical experience has sharpened our understanding about the beneficial aspects of our Physical Education programs and those aspects that are counterproductive.

The following section is written with the intentions that administrators, parents, school boards, physical educators and other policy makers will recognize Physical Education practices that are in the best interests of students and those that may be questionable or counterproductive. While not all-inclusive, these components represent most of the characteristics of appropriate practices for quality Physical Education.

Components of Appropriate and Questionable Physical Education Practices

1.0 Student Success Rate	
Appropriate	**Questionable**
Students are given the opportunity to practice skills at high rates of success adjusted for their individual skill levels.	Students are asked to perform activities which are too easy or too hard, causing frustration, boredom, and/or misbehavior. All students are expected to perform to the same standards without allowing for individual abilities and interests.
2.0 Use of Competition	
Appropriate	**Questionable**
Physical Education activities are selected and taught in a manner that emphasizes individual self-improvement, participation, and cooperation instead of "winning" and "losing."	Students are required to participate in activities that label students as "winners" and "losers."
Teachers take advantage of using collective group scores, cooperative activities, or individual skill challenges to make "every child a winner!"	An abundance of "relay-type" activities and/or games that compare one child's or team's performance against others.

* Adapted from the draft document "Developmentally Appropriate Physical Education for Children," National Association for Sport and Physical Education, 1900 Association Drive, Reston, Virginia 22091 (703) 476-3410.

3.0 Gender Stereotyping	
Appropriate	**Questionable**
Girls and boys are provided equal access to participation in individual, partner, small group, and team activities. Both boys and girls are equally encouraged, supported and socialized towards successful achievement in all realms of Physical Education. Statements by Physical Education teachers tend to support leadership opportunities and provide positive reinforcement in a variety of activities which may be considered gender-neutral.	Girls are encouraged to participate in activities which stress traditionally feminine roles, whereas boys are encouraged to participate in aggressive activities. Boys are more often provided with leadership roles in Physical Education class. The statements by Physical Education teachers tend to reinforce traditional socialization patterns which provide for greater participation by boys and less for girls.
4.0 Selecting Teams	
Appropriate	**Questionable**
Teams are formed in ways that preserve the dignity and self-respect of every child. For example, a teacher privately forms teams by using knowledge of the students' skill abilities or the students form teams cooperatively.	Teams are formed by "captains" publicly selecting one child at a time, thereby exposing the lower-skilled students to peer ridicule. Teams are formed by having the "boys against the girls," thereby emphasizing the gender differences rather than co-operating and working together.
5.0 Exercises as Punishment	
Appropriate	**Questionable**
Fitness activities are used to help students increase their physical fitness levels in a supportive, motivating, and progressive manner. The promotion of lifetime fitness attitudes is reached in a non-threatening manner.	Physical fitness activities are used by teachers as punishment for students' misbehavior. Examples: Students running laps, doing push-ups, or other exercises because they are off-task or slow to respond to teacher instruction.
6.0 Student Instructional Time-on-Task	
Appropriate	**Questionable**
All students are involved in activities which allow for maximum "time on task." Classes are designed to meet a child's need for active participation in all learning experiences.	Activity time is limited because students are waiting in long lines for a turn or loss of instructional time-on-task due to limited equipment for the students. Students are organized into large groups or teams where getting a turn is based on an individual's competitiveness or aggressive behavior. Students participate in "elimination-style" activities where they must sit out for long periods of time. For example, activities such as dodgeball and elimination tag activities provide limited opportunities for students, especially the slower and less agile students.

7.0 Calisthenics for a Purpose **Appropriate** Appropriate exercises are taught for the specific purpose of improving the skill, coordination, and/or fitness levels of students. Students are taught exercises that keep the body in proper alignment and allow the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments and tendons. Students participate in activities that are designed to help them to understand and value the important concepts of physical fitness and the contribution they make to a healthy lifestyle.	**Questionable** Students in Physical Education perform routine calisthenics with no specific purpose in mind. Students are directed to perform contra-indicated exercises which compromise body alignment and place unnecessary stress on joints and muscles. Examples: Deep knee bends and bouncing stretches. Students are required to participate in fitness activities, but are not helped to understand the reasons why.
8.0 Physical Fitness Testing **Appropriate** As a part of the on-going program of Physical Education, students are physically prepared so they can safely (physically and emotionally) complete each component of a physical fitness test. Test results are shared privately with the students and their parents as a tool for developing their physical fitness knowledge, understanding, and competence.	**Questionable** Students are required to take physical fitness tests without adequate conditioning. Example: Students are made to run a mile after "practicing" it only one day the week before. Students are required to complete a physical fitness test without understanding why they are performing the test nor the implications of their future health and well-being.
9.0 Physical Education Organization, Recess, and "Play Time." **Appropriate** Physical Education classes are planned and organized to provide students with opportunities to acquire the physical, emotional, cognitive, and social benefits of Physical Education. Educators recognize the significance of daily and quality Physical Education in the student's total educational experience.	**Questionable** "Free play," or recess is used as a substitute for organized Physical Education lessons. The curriculum lacks goals and is based primarily upon the teacher's interests or "games the students like." As a traditionally accepted method of punishment, classes and/or individuals are restricted from scheduled Physical Education instruction.
10.0 Field Days **Appropriate** A Field Day, if offered, is designed so every student is a full participant and derives a feeling of satisfaction and joy from a festival of physical activity. Opportunities are provided for students to voluntarily choose from a variety of activities that are intended purely for enjoyment.	**Questionable** Field Days, if offered, are designed so that there is intense team, group, or individual competition with "winners" and "losers" clearly identified. One or two students are selected to represent an entire class, thereby reducing others to the role of spectators.

11.0 Curriculum Development and Content	
Personal Fitness: **Appropriate** Personal fitness skills are integrated throughout the yearly Physical Education curriculum. Example: strength and endurance principles, heart-rate monitoring, stress management, the role of nutritional practices, and other fitness concepts are practiced and reinforced during other Physical Education activities.	**Questionable** Fitness concepts are taught in isolation and/or never incorporated into the yearly curriculum. Students do not understand how to develop fitness, the importance of exercise in relationship to weight management, coping with stress, how to practice sound nutrition behaviors, and other values of personal fitness.
Recreational Dance: **Appropriate** The Physical Education curriculum includes a variety of rhythmical, expressive, and dance experiences designed with the physical, cultural, emotional, and social abilities of the students in mind.	**Questionable** The Physical Education curriculum includes no rhythmical, expressive, or cultural dance experiences for students. Folk and square dances (designed for adults) are taught too early or to the exclusion of other dance forms. Dances are not modified to meet the developmental needs of the students.
Game and Sport Skills: **Appropriate** Game skills are taught using a variety of drills and games that have been selected, designed, sequenced, and modified by teachers to maximize the learning and enjoyment for the students.	**Questionable** Games are used with no obvious purpose or goal other than to keep the students "busy, happy, and out of trouble." Official adult rules of team sports govern the activities in Physical Education classes resulting in low rates of success, lack of enjoyment, and frustration for many students.
Developmental Gymnastics: **Appropriate** Students are encouraged to develop skills appropriate to their ability and confidence levels in non-competitive situations. These include the broad skill areas of balancing, rolling, jumping and landing, and weight transfer. Students are able to practice on apparatus designed for their confidence and skill level, and can design sequences which allow for success at their personal skill level.	**Questionable** All students are expected to perform pre-determined stunts and routines without regard to the students' current skill level, previous experiences, body composition, and levels of confidence. Students are expected to perform set routines without regard for different levels of skill development. Routines are performed solo, as the primary basis of a grade, while the rest of the class watches.
Teacher as the Instructional Leader: **Appropriate** Teachers establish and maintain a positive, safe, and effective learning environment that fosters a meaningful Physical Education experience for <u>all</u> students with a strong focus on instructional success.	**Questionable** Teachers use Physical Education class time to pursue other duties. This includes, but is not limited to: coaching, preparation time for non-instructional duties and/or planning time for before or after school programs.

Healthful Living Education
Physical Education 6-8 Skill Overview

The following chart outlines the Physical Education objectives found at the middle school grades. Key words or topics have been used to give you a better understanding of the skills at each grade level.

Sixth Grade	Seventh Grade	Eighth Grade
Personal Fitness Skills • Complete a Fitness Test • Understand Proper Stretching and Muscle Strength/Endurance Exercises • Perform a Self-Paced Aerobic Activity with Appropriate Target Heart Rate and Monitor Recovery Rate • Knowledge of How to Prepare the Body Before and After Vigorous Exercise	**Personal Fitness Skills** • Complete a Fitness Test • Demonstrate Knowledge of the Terms "Aerobic" and "Anaerobic." • Demonstrate Cardiovascular Endurance in an Activity Other than Running • Demonstrate Knowledge of Flexibility and Muscular Strength and Endurance	**Personal Fitness Skills** • Complete a Fitness Test • Maintaining a Balance Between the Components of Fitness • Proper Nutritional Practices • Demonstrate Cardiovascular Fitness and Proper Use of Heart Rate Monitoring • Principles of Training
Recreational Dance Skills • Demonstrate Square, Folk, and Social Dance Skills • Create Short Movement Compositions	**Recreational Dance Skills** • Demonstrate American Folk Dance and International Folk Dance Forms • Demonstrate Country Western Dance and Social Dance Forms • Create Dances that Use the Various Elements of Time, Space, Force, and Flow	**Recreational Dance Skills** • Demonstrate the Ability to Participate in Contemporary and Popular Dances • Demonstrate the Ability to Participate in a Variety of Square, Folk, and Social Dances • Create Original Dances Using the Elements Found in Recreational Dance
Game and Sport Skills • Demonstrate and Refine Team Sport Skills • Demonstrate and Refine Dual Sport Skills • Demonstrate and Refine Individual Sport Skills	**Game and Sport Skills** • Demonstrate and Refine Team Sport Skills • Demonstrate and Refine Dual Sport Skills • Demonstrate and Refine Individual Sport Skills	**Game and Sport Skills** • Demonstrate and Refine Team Sport Skills • Demonstrate and Refine Dual Sport Skills • Demonstrate and Refine Individual Sport Skills
Developmental Gymnastic Skills • Perform Rolling Combinations • Create Routines that Focus on Rolling Combinations	**Developmental Gymnastic Skills** • Demonstrate Vaulting Skills • Create a Routine Using Gymnastic Skills	**Developmental Gymnastic Skills** • Perform Balance Movements with Rolling/Weight Transfer • Create Routines on a Variety of Available Apparatus

Appropriate 6-8 Physical Education Practices *

As we enter the 21st century, the importance and value of quality Physical Education and personal fitness is being recognized as never before. This growing awareness is accompanied with the knowledge that childhood is the time to begin the development of active and healthy lifestyles. In recent years, a growing body of research, theory, and practical experience has sharpened our understanding about the beneficial aspects of our Physical Education programs and those aspects that are counterproductive.

The following section is written with the intentions that administrators, parents, school boards, physical educators and other policy makers will recognize Physical Education practices that are in the best interests of students and those that may be questionable or counterproductive. While not all-inclusive, these components represent most of the characteristics of appropriate practices for quality Physical Education.

Components of Appropriate and Questionable Physical Education Practices

1.0 Student Success Rate	
Appropriate	**Questionable**
Students are given the opportunity to practice skills at high rates of success adjusted for their individual skill levels.	Students are asked to perform activities which are too easy or too hard, causing frustration, boredom, and/or misbehavior. All students are expected to perform to the same standards without allowing for individual abilities and interests.
2.0 Use of Competition	
Appropriate	**Questionable**
Physical Education activities are presented and taught in a manner that emphasizes individual self-improvement, participation, and "doing your best" instead of "being the best."	Students are constantly involved in activities that label students as "winners" and "losers."
Teachers are aware of the nature of competition and do not require higher levels of competition from students before they are ready. The use of intense competition between teams or individuals is not used as the primary motivator. Students are helped to value the intrinsic rewards of self-discipline, self-improvement, and self-motivation over extrinsic factors.	Being the "winner" is the primary motivator during activities. Students are required to participate in activities that compare one student's or team's performance against others.

* Adapted from the draft document "Developmentally Appropriate Physical Education for Children," National Association for Sport and Physical Education, 1900 Association Drive, Reston, Virginia 22091 (703) 476-3410.

3.0 Gender Stereotyping **Appropriate** Girls and boys are provided equal access to participation in individual, partner, small group, and team activities. Both boys and girls are equally encouraged, supported and socialized towards successful achievement in all realms of Physical Education. Statements by Physical Education teachers tend to support leadership opportunities and provide positive reinforcement in a variety of activities which may be considered gender-neutral.	**Questionable** Girls are encouraged to participate in activities which stress traditionally feminine roles, whereas boys are encouraged to participate in aggressive activities. Boys are more often provided with leadership roles in Physical Education class. The statements by Physical Education teachers tend to reinforce traditional socialization patterns which provide for greater and more aggressive participation by boys and lesser and more passive participation by girls.
4.0 Selecting Teams **Appropriate** Teams are formed in ways that preserve the dignity and self-respect of every child. For example, a teacher privately forms teams by using knowledge of the students' skill abilities.	**Questionable** Teams are formed by "captains" publicly selecting one child at a time, thereby exposing the lower-skilled students to peer ridicule. Teams are formed by having the "boys against the girls," thereby emphasizing the gender differences.
5.0 Exercises as Punishment **Appropriate** Fitness activities are used to help students increase their physical fitness levels in a supportive, motivating, and progressive manner. The promotion of lifetime fitness attitudes is reached in a non-threatening manner.	**Questionable** Physical fitness activities are used by teachers as punishment for students' misbehavior. Examples: Students running laps, doing push-ups, or other exercises because they are the losing team, off-task, or slow to respond to teacher instruction.

6.0 Student Instructional Time-on-Task	
Appropriate	**Questionable**
All students are involved in activities which allow for maximum "time on task."	Activity time is limited because students are waiting in long lines for a turn or loss of instructional time-on-task due to limited equipment for the students.
Teachers use effective and quick methods to take roll. For example, squad leaders report absent students to the teacher or students are sitting on assigned "spots" so that the teacher can quickly scan the class for attendance.	Using excessive time when taking student attendance.
Classes are designed to meet a child's need for active participation in all learning experiences.	Students are organized into large teams and do not have the opportunity to practice skills. For example: Volleyball games with 12 or more players on a team does not ensure active participation for all students. Students are organized into large teams where getting a turn is based on an individual's competitiveness or aggressive behavior.
7.0 Calisthenics for a Purpose	
Appropriate	**Questionable**
Appropriate exercises are taught for the specific purpose of improving the skill, coordination, and/or fitness levels of students.	Students in Physical Education perform routine calisthenics with no specific purpose in mind.
Students are taught exercises that keep the body in proper alignment and allow the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments and tendons.	Students are directed to perform contra-indicated exercises which compromise body alignment and place unnecessary stress on joints and muscles. Examples: Deep knee bends and bouncing stretches.
Students participate in activities that are designed to help them to understand and value the important concepts of physical fitness and the contribution they make to a healthy lifestyle.	Students are required to participate in fitness activities, but are not helped to understand the reasons why.
8.0 Assessment and Grading	
Appropriate	**Questionable**
Teacher decisions are based primarily on on-going assessments of students as they participate in Physical Education class activities and not on the basis of a single test score.	Students receive a final grade based primarily on "dressing out," not on achievement made on the goals and objectives of the course.
	Students are evaluated on the basis of fitness test scores or on a single physical skill test. For example: Students receive a grade in Physical Education based on their scores on a standardized fitness test or on the number of times they can continually jump rope.

9.0 Physical Fitness Testing	
Appropriate	**Questionable**
As a part of the on-going program of Physical Education, students are physically prepared so they can safely (physically and emotionally) complete each component of a physical fitness test.	Students are required to take physical fitness tests without adequate conditioning. Example: Students are made to run a mile after "practicing" it only one day the week before.
Test results are shared privately with the students and their parents as a tool for developing their physical fitness knowledge, understanding, and competence.	Students are required to complete a physical fitness test without understanding why they are performing the test nor the implications of their future health and well-being.
Physical fitness tests are used as a part of the on-going process of helping students understand, enjoy, improve, and/or maintain their physical health and well-being.	Physical fitness tests are given once or twice a year solely as a means to recognize the athletically gifted and/or qualifying students for awards.
10.0 Physical Education Organization	
Appropriate	**Questionable**
Physical Education classes are planned and organized to provide students with opportunities to acquire the physical, emotional, cognitive, and social benefits of Physical Education.	The curriculum lacks developed goals and objectives and is based primarily upon the teacher's interests and preferences rather than the needs of the students. Example: The curriculum consists primarily of large group games and other activities designed to "keep the students busy."
Educators recognize the significance of daily and quality Physical Education in the student's total educational experience.	As a traditionally accepted method of punishment, classes and/or individuals are restricted from scheduled Physical Education instruction.
11.0 Intramurals/Field Days	
Appropriate	**Questionable**
A wide variety of intramural activities are offered throughout the school year and are designed to reflect the needs and varying skill levels of the students. Non-traditional and cooperative activities are also used. A Field Day, if offered, is designed so every student is a full participant and derives a feeling of satisfaction and joy from a festival of physical activity.	Intramural activities are offered on a limited basis and/or focus on activities that only highly skilled students would find successful. Field Days, if offered, are designed so that there is intense team, group, or individual competition with "winners" and "losers" clearly identified. One or two students are selected to represent an entire class, thereby reducing others to the role of spectators.

12.0 Curriculum Development and Content	
Personal Fitness: **Appropriate** Personal fitness skills are integrated throughout the yearly Physical Education curriculum. Example: strength and endurance principles, heart-rate monitoring, stress management, the role of nutritional practices, and other fitness concepts are practiced and reinforced during other Physical Education activities.	**Questionable** Fitness concepts are taught in isolation and/or never incorporated into the yearly curriculum. Students do not understand how to develop fitness, the importance of exercise in relationship to weight management, coping with stress, how to practice sound nutrition behaviors, and other values of personal fitness.
Recreational Dance: **Appropriate** The Physical Education curriculum includes a variety of rhythmical, expressive, and dance experiences designed with the physical, cultural, emotional, and social abilities of the students in mind.	**Questionable** The Physical Education curriculum includes no rhythmical, expressive, or cultural dance experiences for students. Dances are not modified to meet the developmental needs of the students.
Game and Sport Skills: **Appropriate** Game skills are taught using a variety of drills and games that have been selected, designed, sequenced, and modified by teachers to maximize the learning and enjoyment for the students.	**Questionable** Games are used with no obvious purpose or goal other than to keep the students "busy, happy, and out of trouble." Official adult rules of team sports govern the activities in Physical Education classes resulting in low rates of success, lack of enjoyment, and frustration for many students.
Developmental Gymnastics: **Appropriate** Students are encouraged to develop skills appropriate to their ability and confidence levels in non-competitive situations. These include the broad skill areas of balancing, rolling, jumping and landing, and weight transfer. Students are able to practice on apparatus designed for their confidence and skill level, and can create sequences using a variety of shapes typically used in gymnastics.	**Questionable** Students are expected to perform set routines without regard for different levels of skill development. Routines are performed solo, as the primary basis of a grade, while the rest of the class watches.
Teacher as the Instructional Leader: **Appropriate** Teachers establish and maintain a positive, safe, and effective learning environment that fosters a meaningful Physical Education experience for all students with a strong focus on instructional success.	**Questionable** Teachers use Physical Education class time to pursue other duties. This includes, but is not limited to: coaching, preparation time for non-instructional duties and/or planning time for before or after school programs.

Healthful Living Education
Physical Education High School Skill Overview

The following chart shows the Physical Education objectives for high school Physical Education . Key words or topics have been used to give you a better understanding of the skills at each grade level.

Personal Fitness Skills:

- Demonstrate and evaluate the values of regular physical activity.
- Demonstrate and assess an acceptable level of health-related fitness.
- Develop and demonstrate the values of cardiovascular fitness.
- Develop and demonstrate the values of flexibility.
- Identify and analyze the principles of cardiovascular and strength development.
- Explain and demonstrate the use of proper safety techniques, practices, and guidelines as related to fitness.
- Design and create a personal fitness program.

Recreational Dance Skills:

- Know and demonstrate folk, square, and social dance skills.
- Evaluate dancing skills in terms of non-locomotor, locomotor, combination movements, and effort qualities.

Game and Sport Skills:

- Demonstrate and refine team sport skills.
- Demonstrate and refine individual and/or dual sport skills.
- Demonstrate skills in a variety of aerobic (cardiovascular fitness) activities.
- Demonstrate a variety of outdoor education skills (where facilities and equipment are available).
- Demonstrate a variety of swimming skills (where facilities and equipment are available).

Developmental Gymnastic Skills:

- Demonstrate developmentally appropriate gymnastic skills and competence.
- Create, perform, and evaluate gymnastic routines.

Appropriate 9-12 Physical Education Practices *

As we enter the 21st century, the importance and value of quality Physical Education and personal fitness is being recognized as never before. This growing awareness is accompanied with the knowledge that childhood is the time to begin the development of active and healthy lifestyles. In recent years, a growing body of research, theory, and practical experience has sharpened our understanding about the beneficial aspects of our Physical Education programs and those aspects that are counterproductive.

The following section is written with the intentions that administrators, parents, school boards, physical educators and other policy makers will recognize Physical Education practices that are in the best interests of students and those that may be questionable or counterproductive. While not all-inclusive, these components represent most of the characteristics of appropriate practices for quality Physical Education.

Components of Appropriate and Questionable Physical Education Practices

1.0 Student Success Rate	
Appropriate Students are given the opportunity to practice skills at high rates of success adjusted for their individual skill levels.	**Questionable** Students are asked to perform activities which are too easy or too hard, causing frustration, boredom, and/or misbehavior.All students are expected to perform to the same standards without allowing for individual abilities and interests.
2.0 Use of Competition	
Appropriate	**Questionable**
Physical Education activities are presented and taught in a manner that emphasizes individual self-improvement, participation, and "doing your best" instead of "being the best."	Students are constantly involved in activities that label students as "winners" and "losers."
Teachers are aware of the nature of competition and do not require higher levels of competition from students before they are ready. The use of intense competition between teams or individuals is not used as the primary motivator. Students are helped to value the intrinsic rewards of self-discipline, self-improvement, and self-motivation over extrinsic factors.	Being the "winner" (rather than demonstrating improvement in skill levels) is the primary motivator during activities. Students are required to participate in activities that compare one student's or team's performance against others.

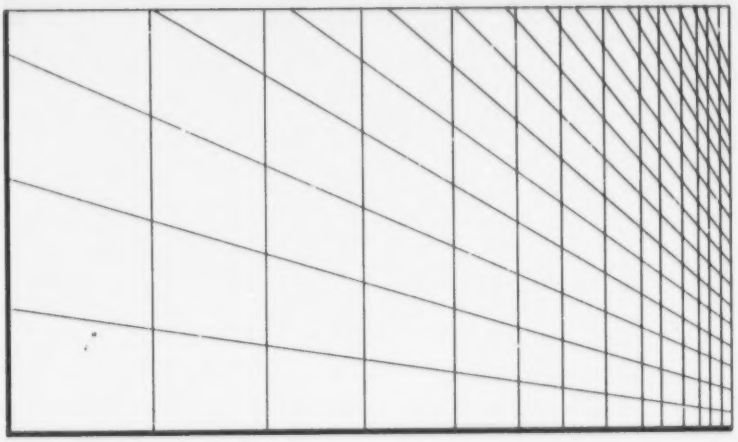
* Adapted from the draft document "Developmentally Appropriate Physical Education for Children," National Association for Sport and Physical Education, 1900 Association Drive, Reston, Virginia 22091 (703) 476-3410.

3.0 Gender Stereotyping **Appropriate** Males and females are provided equal access to participation in individual, partner, small group, and team activities. Both genders are equally encouraged, supported and socialized towards successful achievement in all realms of Physical Education. Statements by Physical Education teachers tend to support leadership opportunities and provide positive reinforcement in a variety of activities which may be considered gender-neutral.	**Questionable** Females are encouraged to participate in activities which stress traditionally feminine roles, whereas boys are encouraged to participate in aggressive activities. Males are more often provided with leadership roles in Physical Education class. The statements by Physical Education teachers tend to reinforce traditional socialization patterns which provide for greater and more aggressive participation by males and lesser and more passive participation by females.
4.0 Selecting Teams **Appropriate** Teams are formed in ways that preserve the dignity and self-respect of the student. For example, a teacher privately forms teams by using knowledge of the students' skill abilities.	**Questionable** Teams are formed by "captains" publicly selecting one player at a time, thereby exposing the lower-skilled students to peer ridicule. Teams are formed by having the "boys against the girls," thereby drawing attention to the gender differences.
5.0 Exercises as Punishment **Appropriate** Fitness activities are used to help students increase their physical fitness levels in a supportive, motivating, and progressive manner. The promotion of lifetime fitness attitudes is reached in a non-threatening manner.	**Questionable** Physical fitness activities are used by teachers as punishment for students' misbehavior. Examples: Students running laps, doing push-ups, or other exercises because they are the losing team, off-task, or slow to respond to teacher instruction.

6.0 Student Instructional Time-on-Task	
Appropriate	**Questionable**
All students are involved in activities which allow for maximum "time on task."	Activity time is limited because students are waiting in long lines for a turn or loss of instructional time-on-task due to limited equipment for the students.
Teachers use effective and quick methods to take roll. For example, squad leaders report absent students to the teacher or students are sitting on assigned "spots" so that the teacher can quickly scan the class for attendance.	Using excessive time when taking student attendance.
Classes are designed to meet a student's need for active participation in all learning experiences.	Students are organized into large teams and do not have the opportunity to practice skills. For example: Volleyball games with 12 or more players on a team does not ensure active participation for all students. Students are organized into large teams where getting a turn is based on an individual's competitiveness or aggressive behavior.
7.0 Calisthenics for a Purpose	
Appropriate	**Questionable**
Appropriate exercises are taught for the specific purpose of improving the skill, coordination, and/or fitness levels of students.	Students in Physical Education perform routine calisthenics with no specific purpose in mind.
Students are taught exercises that keep the body in proper alignment and allow the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments and tendons.	Students are directed to perform contra-indicated exercises which compromise body alignment and place unnecessary stress on joints and muscles. Examples: Deep knee bends and bouncing stretches.
Students participate in activities that are designed to help them to understand and value the important concepts of physical fitness and the contribution they make to a healthy lifestyle.	Students are required to participate in fitness activities, but are not helped to understand the reasons why.
8.0 Assessment and Grading	
Appropriate	**Questionable**
Teacher decisions are based on on-going assessments of students as they participate in Physical Education class activities and not on the basis of a single test score.	Students receive a final grade based primarily on "dressing out," not on achievement made on the goals and objectives of the course.
	Students are evaluated on the basis of fitness test scores or on a single physical skill test. For example: Students receive a grade in Physical Education based solely on their scores on a standardized fitness test or on the number of baskets they can make in one minute.

9.0 Physical Fitness Testing **Appropriate** As a part of the on-going program of Physical Education, students are physically prepared so they can safely (physically and emotionally) complete each component of a physical fitness test. Test results are shared privately with the students and their parents as a tool for developing their physical fitness knowledge, understanding, and competence. Physical fitness tests are used as a part of the on-going process of helping students understand, enjoy, improve, and/or maintain their physical health and well-being.	**Questionable** Students are required to take physical fitness tests without adequate conditioning. Example: Students are made to run a mile after "practicing" it only one day the week before. Students are required to complete a physical fitness test without understanding why they are performing the test nor the implications of their future health and well-being. Physical fitness tests are given once or twice a year solely as a means to recognize the athletically gifted and/or qualifying students for awards.
10.0 Physical Education Organization **Appropriate** Physical Education classes are planned and organized to provide students with opportunities to acquire the physical, emotional, cognitive, and social benefits of Physical Education.	**Questionable** The curriculum lacks developed goals and objectives and is based primarily upon the teacher's interests and preferences rather than the needs of the students. Example: The curriculum consists primarily of team sport games (basketball, softball, etc.) and other activities designed to "keep the students busy."
11.0 Intramurals **Appropriate** A wide variety of intramural activities are offered throughout the school year and are designed to reflect the needs and varying skill levels of the students. Non-traditional and cooperative activities are also used. A program of intramurals is designed so every student is a full participant and derives a feeling of satisfaction, group membership, and joy from physical activity.	**Questionable** Intramural activities are offered on a limited basis and/or focus on activities that only highly skilled students would find successful.

12.0 Curriculum Development and Content	
Personal Fitness: **Appropriate** Personal fitness skills are integrated throughout the yearly Physical Education curriculum. Example: strength and endurance principles, heart-rate monitoring, stress management, the role of nutritional practices, and other fitness concepts are practiced and reinforced during other Physical Education activities.	**Questionable** Fitness concepts are taught in isolation and/or never incorporated into the yearly curriculum. Students do not understand how to develop fitness, the importance of exercise in relationship to weight management, coping with stress, how to practice sound nutrition behaviors, and other values of personal fitness.
Recreational Dance: **Appropriate** The Physical Education curriculum includes a variety of rhythmical, expressive, and dance experiences designed with the physical, cultural, emotional, and social abilities of the students in mind.	**Questionable** The Physical Education curriculum includes no rhythmical, expressive, or cultural dance experiences for students. Students are not able to experience the social, emotional, and multicultural benefits of a comprehensive recreational dance program due to a limited curricular offerings.
Game and Sport Skills: **Appropriate** Game skills are taught using a variety of drills and games that have been selected, designed, sequenced, and modified by teachers to maximize the learning and enjoyment for the students. A strong focus on lifetime sport skills is evident.	**Questionable** Physical Education classes resemble recreational programs, rather than one that has a focus on enhancing student skill attainment. An over-abundance of basketball, football, and other seasonal sports are provided the students, rather than a focus on lifetime activities. Games are used with no obvious purpose or goal other than to keep the students "busy and out of trouble."
Developmental Gymnastics: **Appropriate** Students are encouraged to develop skills appropriate to their ability and confidence levels in non-competitive situations. These include the broad skill areas of balancing, rolling, jumping and landing, and weight transfer. Students are able to practice on apparatus designed for their confidence and skill level, and can design sequences which allow for success at their personal skill level.	**Questionable** All students are expected to perform pre-determined stunts and routines without regard to the students' current skill level, previous experiences, body composition, and levels of confidence. Students are expected to perform set routines without regard for different levels of skill development. Routines are performed solo, as the primary basis of a grade, while the rest of the class watches.
Teacher as the Instructional Leader: **Appropriate** Teachers establish and maintain a positive, safe, and effective learning environment that fosters a meaningful Physical Education experience for all students with a strong focus on instructional success.	**Questionable** Teachers use Physical Education class time to pursue other duties. This includes, but is not limited to: coaching, preparation time for non-instructional duties and/or planning time for before or after school programs.



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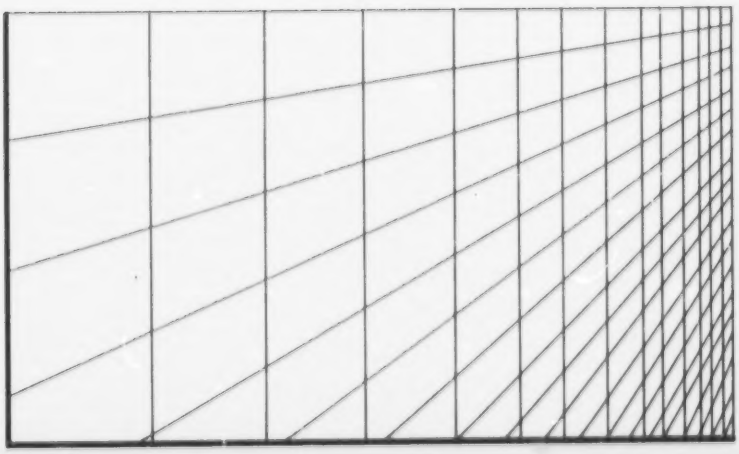

List of K-3 Professional Growth Materials and Resources

Listed below are companies who have products that should prove helpful in the implementation of the revised curriculum. Please feel free to contact each company for their latest catalog! Suggested resources are also listed with each company.

1.) "Teaching Elementary Physical Education Newsletter." Published six times during the school year, this valuable publication provides an up-to-date source of ideas for the elementary Physical Educator. **Contact:** Human Kinetics, PO Box 5076, Champaign, Illinois 61825. (217) 351-5076.

2.) Children and Movement Video Series: This motor skills video series focuses on the skills for pre-school to first/second grade. The five tape set includes: Locomotor Skills, Basic Gymnastics, Throwing/Catching, Striking Skills, and Rhythm Activities. A great resource for implementing the Game and Sport Skills, Recreational Dance Skills, and Developmental Gymnastic Skills objectives. **Contact:** McKinney Video Productions, PO Box 3098, Dalton, Georgia 30721. (706) 272-1034.

3.) Teaching Movement & Dance, Beginning Folk Dance Video Series, and "Rhythmically Moving Records or Cassettes." Music, directions, and video presentations for international folk dances can be found in High/Scope's Beginning Level Package. **Contact:** High/Scope Press, 600 North River Street, Ypsilanti, Michigan 48198. (313) 485-2000.

4.) "Birdy Dance," "Hokey Pokey," "Bingo Waltz," and other novelty dances, fun dance mixers, and square dance records. **Contact:** Folkraft Records/Dance Record Distributors, PO Box 404, 111 Columbia Turnpike, Florham Park, New Jersey 07932. (201) 377-1885 and/or the Lloyd Shaw Foundation, PO Box 11, Macks Creek, MO 65786. (314) 363-5868.

5.) Skip to It! Book and Cassette, Hop, Skip, and Jump Video, and "Jump Rope Skills Wall Chart." **Contact:** Heartbeat Enterprises, Inc., 6655 Dobbin Road, Columbia, Maryland 21045. (410) 381-8553.

6.) Children Moving. This elementary physical education text provides a rich source of instructional activities in games, dance, and gymnastics. Teachers who need additional information on teaching the basic skills and concepts of developmental gymnastics, recreational dance, and games/sport will find this text most helpful. **Contact:** Mayfield Publishing Company, 1240 Villa Street, Mountain View, California 94041. (415) 960-3222.

7.) Dynamic Physical Education for Elementary School Children. This elementary physical education text contains ideas and activities for implementing many of the objectives in this curriculum. **Contact:** Macmillan Publishing Company, 100 Front Street, Box 500, Riverside, New Jersey 08075. (800) 257-5755.

8.) Walking for Little Children, The Walking Wellness Teacher's Guide. These two resources provide a variety of games and activities to integrate walking into the elementary school curriculum! **Contact:** Creative Walking, PO Box 50296, Clayton, MO 63105. (800) 762-9255.

9.) The Safe Exercise Handbook. This valuable resource contains appropriate stretching and strength developing exercises, describes the contraindicated exercises and safer alternative exercises, the benefits of exercise, FIT Guidelines for cardiovascular fitness, proper warm-up and cool down practices, heart rate monitoring procedures, and hints for injury prevention. **Contact:** Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, PO Box 539, Dubuque, Iowa 52004-0539. (319) 589-1000.

10.) The New Games Book and More New Games . These well-known texts offer a variety of non-competitive and cooperative games and activities for students. **Contact:** Project Adventure, PO Box 2447, Covington, Georgia 30209. (404) 784-9310.

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List of 4-5 Professional Growth Materials and Resources

Listed below are companies who have products that should prove helpful in the implementation of the revised curriculum. Please feel free to contact each company for their latest catalog! Suggested resources are also listed with each company.

1.) "Teaching Elementary Physical Education Newsletter." Published six times during the school year, this valuable publication provides an up-to-date source of ideas for the elementary Physical Educator. **Contact:** Human Kinetics, PO Box 5076, Champaign, Illinois 61825. (217) 351-5076.

2.) The New Games Book and More New Games . These well-known texts offer a variety of non-competitive and cooperative games and activities for students. **Contact:** Project Adventure, PO Box 2447, Covington, Georgia 30209. (404) 784-9310.

3.) Teaching Movement & Dance, Beginning Folk Dance Video Series, and "Rhythmically Moving Records or Cassettes." Music, directions, and video presentations for international folk dances can be found in High/Scope's Beginning Level Package. **Contact:** High/Scope Press, 600 North River Street, Ypsilanti, Michigan 48198. (313) 485-2000.

4.) "Birdy Dance," "Hokey Pokey," "Bingo Waltz," and other novelty dances, fun dance mixers, and square dance records. **Contact:** Folkraft Records/Dance Record Distributors, PO Box 404, 111 Columbia Turnpike, Florham Park, New Jersey 07932. (201) 377-1885 and/or the Lloyd Shaw Foundation, PO Box 11, Macks Creek, MO 65786. (314) 363-5868.

5.) Skip to It! Book and Cassette, Hop, Skip, and Jump Video, and "Jump Rope Skills Wall Chart." **Contact:** Heartbeat Enterprises, Inc., 6655 Dobbin Road, Columbia, Maryland 21045. (410) 381-8553.

6.) Children Moving. This elementary physical education text provides a rich source of instructional activities in games, dance, and gymnastics. Teachers who need additional information on teaching the basic skills and concepts of developmental gymnastics, recreational dance, and games/sport will find this text most helpful. **Contact:** Mayfield Publishing Company, 1240 Villa Street, Mountain View, California 94041. (415) 960-3222.

7.) Dynamic Physical Education for Elementary School Children. This elementary physical education text contains ideas and activities for implementing many of the objectives in this curriculum. **Contact:** Macmillan Publishing Company, 100 Front Street, Box 500, Riverside, New Jersey 08075. (800) 257-5755.

8.) Walking for Little Children, The Walking Wellness Teacher's Guide. These two resources provide a variety of games and activities to integrate walking into the elementary school curriculum! **Contact:**Creative Walking, PO Box 50296, Clayton, MO 63105. (800) 762-9255.

9.) The Safe Exercise Handbook. This valuable resource contains appropriate stretching and strength developing exercises, describes the contraindicated exercises and safer alternative exercises, the benefits of exercise, FIT Guidelines for cardiovascular fitness, proper warm-up and cool down practices, heart rate monitoring procedures, and hints for injury prevention. **Contact:** Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, PO Box 539, Dubuque, Iowa 52004-0539. (319) 589-1000.

List of 6-8 Professional Growth Materials and Resources

Listed below are companies who have products that should prove helpful in the implementation of the revised curriculum. Please feel free to contact each company for their latest catalog! Suggested resources are also listed with each company.

1.) Fit All Over, Get Strong, Bend & Stretch, and Every Body's Fitness Book. Publications and resources in the area of Personal Fitness.**Contact:** 3S Fitness Group, Box 5520, Station B, Victoria BC V8R 6S4. (604) 598-1426.

2.) The Safe Exercise Handbook. This valuable resource contains appropriate stretching and strength developing exercises, describes the contraindicated exercises and safer alternative exercises, the benefits of exercise, FIT Guidelines for cardiovascular fitness, proper warm-up and cool down practices, heart rate monitoring procedures, and hints for injury prevention. **Contact:** Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, PO Box 539, Dubuque, Iowa 52004-0539. (319) 589-1000.

3.) Steps to Success Series: Golf, Soccer, Softball, Tennis, and Volleyball , and Teaching Team Sports. These books will provide additional activities, drills, and teacher tips for the Game and Sport Skills component. **Contact:** Human Kinetics, PO Box 5076, Champaign, Illinois 61825. (217) 351-5076.

4.) Teaching Movement and Dance, Beginning Folk Dance Video Series, and "Rhythmically Moving Records or Cassettes." Music, directions, and video presentations for international folk dances. **Contact:** High/Scope Press, 600 North River Street, Ypsilanti, Michigan 48198. (313) 485-2000.

5.) "Amos Moses," "Salty Dog Rag," "Bingo Waltz," and other novelty dances, fun dance mixers, and square dance records. **Contact:** Folkraft Records/Dance Record Distributors, PO Box 404, 111 Columbia Turnpike, Florham Park, New Jersey 07932. (201) 377-1885 and/or the Lloyd Shaw Foundation, PO Box 11, Macks Creek, MO 65786. (314) 363-5868.

6.) Line Dancing Is It!: This line dance video includes five popular line dances for your students. The dances include: Slapping Leather, Freeze, Louisiana Saturday Night, Rise, and Super Freak! **Contact:** P.E. Productions, Route 11, Box 492-A, Winston-Salem, North Carolina 27107. (919) 764-4905.

7.) Skip to It! Book and Cassette, Hop, Skip, and Jump Video, Double Dutch Handbook, Double Dutch Teaching Video, and a "Jump Rope Skills Wall Chart." **Contact:** Heartbeat Enterprises, Inc., 6655 Dobbin Road, Columbia, Maryland 21045. (410) 381-8553.

8.) Dynamic Physical Education Curriculum and Instruction for Secondary School Students. This secondary (junior high-high school) physical education text includes: Wellness for Lifetime Activities, High-Interest Student Activities, Physical Fitness Activities, Basketball, Flag Football, Frisbee Games, Jogging, Rhythms, Rope Jumping, Soccer, Team Handball, Field Hockey, Bowling, and others! **Contact:** Macmillan Publishing Company, 100 Front Street, Box 500, Riverside, New Jersey 08075. (800) 257-5755.

9.) The New Games Book and More New Games . These well-known texts offer a variety of non-competitive and cooperative games and activities for students. **Contact:** Project Adventure, PO Box 2447, Covington, Georgia 30209. (404) 784-9310.

List of 9-12 Professional Growth Materials and Resources

Listed below are companies who have products that should prove helpful in the implementation of the revised curriculum. Please feel free to contact each company for their latest catalog! Suggested resources are also listed with each company.

1.) Dynamic Physical Education Curriculum and Instruction for Secondary School Students. This secondary (junior high-high school) physical education text includes: Wellness for Lifetime Activities, High-Interest Student Activities, Physical Fitness Activities, Basketball, Flag Football, Frisbee Games, Jogging, Rhythms, Rope Jumping, Soccer, Team Handball, Field Hockey, Bowling, and others! **Contact:** Macmillan Publishing Company, 100 Front Street, Box 500, Riverside, New Jersey 08075. (800) 257-5755.

2.) The Safe Exercise Handbook. This valuable resource contains appropriate stretching and strength developing exercises, describes the contraindicated exercises and safer alternative exercises, the benefits of exercise, FIT Guidelines for cardiovascular fitness, proper warm-up and cool down practices, heart rate monitoring procedures, and hints for injury prevention. **Contact:** Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, PO Box 539, Dubuque, Iowa 52004-0539. (319) 589-1000.

3.) Steps to Success Series: Golf, Soccer, Softball, Tennis, and Volleyball , and Teaching Team Sports. These books will provide additional activities, drills, and teacher tips for the Game and Sport Skills component. **Contact:** Human Kinetics, PO Box 5076, Champaign, Illinois 61825. (217) 351-5076.

4.) Teaching Movement & Dance and the Folk Dance Video Series. Music, directions, and video presentations for international folk dances. **Contact:** High/Scope Press, 600 North River Street, Ypsilanti, Michigan 48198. (313) 485-2000.

5.) Walking Off Weight Workbook, Walking Off Weight Video, The Walk America! Video, Treadmill Walking, and Fitness Walking. **Contact:** Creative Walking, PO Box 50296, Clayton, MO 63105. (800) 762-9255

6.) Line Dancing Is It!: This line dance video includes five popular line dances for your students. The dances include: Slapping Leather, Freeze, Louisiana Saturday Night, Rise, and Super Freak! **Contact:** P.E. Productions, Route 11, Box 492-A, Winston-Salem, North Carolina 27107. (919) 764-4905.

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8.) Fit All Over, Get Strong, Bend & Stretch, and Every Body's Fitness Book. Publications and resources in the area of Personal Fitness.**Contact:** 3S Fitness Group, Box 5520, Station B, Victoria BC V8R 6S4. (604) 598-1426.

9.) Cambridge Physical Education and Health, PO Box 2153, Charleston, West Virginia 25328. (800) 468-4227. A comprehensive catalog of instructional videos on sport, fitness, and health topics.